



# **Ed.D. Practicum Handbook**

## **Curriculum and Instruction Specialization**

**CAI 6335-6336  
2025-2026**

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# CONCORDIA UNIVERSITY TEXAS

## College of Education

### Ed.D. Curriculum and Instruction 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 official policy states that all acts or attempted acts of alleged academic dishonesty, whether on the graduate or undergraduate level, be reported to the Office of the Provost by 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 developing 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](#).

### 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 College of Education.

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

## 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 or organizational mentor (a curriculum and instruction leader with at least three years of experience). During the practicum, you will perform leadership tasks approved by your site supervisor to gain experience in the "real world" of curriculum and instruction leadership in Texas schools.

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

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/Mentor – This person, employed by the organization where you will complete your practicum, serves as a leader in the curriculum and instruction department.
- Field Supervisor—The university employs this person, who will visit you and the site supervisor in your organization and observe your completion of administrative tasks.
- Course Professor – This is the university faculty member teaching CAI 6335 and 6336, who will monitor your log and reflections on the 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 take this opportunity to broaden your school leadership experiences and form relationships with individuals who will guide you as you transition into a leadership role in curriculum and instruction.

**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 curriculum and instruction. The practicum participant selected you based on your strengths as an educator, your vision for your school, your daily talents, and the ethics you display as an educational leader. By observing you this semester, our students will gain the necessary experience of what it is like to be a curriculum and instruction leader in real life. Please allow the behavior you model to show them how to act as a successful curriculum and instruction leader.

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.
- Please review the eight standards with the practicum participant to determine productive activities that meaningfully fulfill each standard.

A Concordia field supervisor has also been assigned to work closely with you and the student during this learning experience. This field supervisor will observe the practicum participant twice during the practicum semester as the participant performs some leadership tasks. Both you and the field supervisor are crucial in ensuring student success. You are encouraged to contact the field site supervisor beyond the scheduled visits and 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

## Purpose of the Practicum

### **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 a curriculum and instruction leader.

#### 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 more 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 and demand for continuing education, professional growth, and skill development. 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 not uncommon 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 quick-thinking to handle all the challenges.
- The COVID-19 pandemic underscored the need for students to have equal access to and opportunities for success through new technologies.
- 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.

#### 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. We teach children who would not have been allowed to attend school 50 years ago. Educational leaders must acquire expertise in addressing diversity and the inevitable issues and conflicts that arise from a heterogeneous student, staff, and community member population. Schools reflect society, and we must help *all* students to function successfully in the school environment.

### Site Supervisor (Curriculum and Instruction Leader)

- The site supervisor (mentor) will be essential to your successful completion of the practicum for leaders of curriculum and instruction. Concordia University requires this person to be a practicing curriculum and instruction leader with a minimum of three years of experience in the field. You will be responsible for finding a site supervisor willing to work with you during this time. In writing, the site supervisor must agree to act as your site supervisor in all areas of your service in the organization. The EdD Practicum Director must approve the person selected before the agreement is finalized. 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 educational leaders, but your site supervisor will be the one with whom your field supervisor will interact during this time.
- During your training, the site supervisor acts as an advisor, supervisor, confessor, and evaluator. 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 practicum experience. This experience will be with you for the rest of your educational life.

### University Field Supervisor (employed by Concordia)

- This individual will work closely with you and the site supervisor (mentor). The university field supervisor and the practicum professor will monitor the successful completion of the required experiences throughout 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 leadership activities during CAI 6335 and an additional 80 hours during CAI 6336.** Since Concordia 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. However, you are encouraged to take advantage of any opportunities offered before your practicum because they will enhance your understanding of a curriculum and instruction leader and assist your organization. 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 supervisor and field supervisor employed by Concordia. You will participate in activities related to 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 every week. You are not limited to the 80-hour requirement each semester. Any additional hours beyond 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 many diverse experiences that curriculum and instruction leaders encounter during a regular school day.

### **Log and Reflections**

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

Eighty hours of logged *relevant educational experiences* are required to fulfill the requirements for each practicum semester. You will 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.* However, if you feel that more than one Standard applies (a maximum of two), split the activity into two lines on the log. 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 an action date so they can be correlated with the Log. Each week, both are submitted as a pair to the field supervisor. The Log starts with your first leadership activity, and the Reflections are initiated and sent on the first weekend of the course.

The Semester Log (third submission) includes all your leadership activities for the first semester of the practicum. The year-long practicum has a minimum requirement of 160 hours combined across all Standards, with a minimum of 16 hours in each Standard. Some Standards will have additional hours logged, depending on the organization's needs and assignments given by the site supervisor. Concordia University requires practicum participants to complete leadership tasks within the specified timeframe of the practicum. Therefore, continue recording in your log until the official end of the practicum period.

### **Observations by University Field Supervisor**

The Field Supervisor will conduct four observations with the practicum participant, two during CAI 6335 and two during CAI 6336. These visits will occur at the location where the practicum participant is completing their 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 observation will be documented through a form 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 be accompanied by a pre-observation conference and a post-observation conference, which should be individualized, synchronous, and interactive between the Field Supervisor and the practicum participant.

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

A meeting will be held in person, by phone, or by videoconferencing between the site supervisor/district mentor and the field supervisor to discuss the practicum participant's success in completing the onsite part of the practicum. This meeting will be held in confidence 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**

The Initial Contact/Training form is through Dynamic Forms. It will be completed by your field supervisor and sent to you after s/he has made initial contact during both semesters of the practicum. The form also indicates that your field supervisor has completed their updated training. You will review and sign the form, and then it will be forwarded to the site supervisor for their 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** encompassing all eight CAI Leadership Standards. After your site supervisor reviews and signs the form, you will receive it through Dynamic Forms. The form with all three signatures will be uploaded to the appropriate link in the Blackboard course.

## **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 Semester Log/Reflections and the EddLog Verification Form to ensure they contain 80 hours, 8 hours or more in each Standard. This is essential for the successful completion of the course.*

## Leadership Standards for CAI Practicum

Concordia University has developed eight standards for students completing the Curriculum and Instruction EdD Practicum.

### 1. Ethical Leadership

A leader of curriculum and instruction knows how to act with integrity, fairness, and ethics to promote the success of all students.

### 2. School Culture and Diversity

A leader of curriculum and instruction knows how to foster a positive school culture by meeting the needs of diverse learners and by participating in a shared vision of high expectations for all stakeholders (students, staff, parents, and community).

### 3. Curriculum Planning, Development, Implementation, and Evaluation

A leader of curriculum and instruction knows how to promote the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning, aligning curriculum, curriculum resources, and assessment, and utilizing various forms of assessment to measure student performance. The leader must also understand budget development and maintenance and advise campuses on the effective use of available funds for curricular or instructional resources.

### 4. Instructional Leadership

A leader of curriculum and instruction knows how to promote the success of all students by advocating, nurturing, and sustaining an instructional program conducive to student learning and staff professional growth. Furthermore, the leader must demonstrate expert knowledge of curriculum development and instructional best practices, grounded in a thorough and in-depth understanding of research on curriculum and instruction.

### 5. Human Capital

A leader of curriculum and instruction knows how to provide guidance, feedback, and coaching to staff members to improve outcomes for all students. Likewise, the leader also knows how to allocate human resources for curriculum implementation appropriately.

### 6. Professional Learning

A leader of curriculum and instruction knows how to plan and implement professional learning opportunities that increase educator effectiveness and results for all students.

## 7. Communication and Collaboration

A leader of curriculum and instruction knows how to promote the success of all students by encouraging collaboration among members of the educational community, by collaborating with families and community members, and by responding to diverse community interests and needs.

## 8. State and National Curriculum Issues and Trends

A leader of curriculum and instruction must be aware of and continually learn about state and national policy that impacts curriculum development (adopted standards, instructional materials, policies around budget, etc.). Beyond the state, the curriculum leader must be a primary source of knowledge around national trends and the most up-to-date research around curriculum and instruction. The leader must also model lifelong learning for personal growth by participating in organizations and learning about the ever-evolving educational trends.



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

**Practicum Information Form**

2025-2026

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: \_\_\_\_\_

Name of District or Organization: \_\_\_\_\_

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

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

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

Site Supervisor Information:

Name and Title of Site Supervisor (Mentor):

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

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

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

## Practicum Agreement

Thank you for agreeing to mentor the Concordia University Texas (CTX) practicum participant listed below. This participant is on a journey to becoming a leader in curriculum and instruction.

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

The practicum is closely tied to the eight standards established by Concordia University. The College of Education requires that the intern 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 for each semester. Any additional hours beyond 80 may be logged in any of the eight standards. Before beginning the practicum, the student will create 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 organization's needs and the strengths and weaknesses of the practicum participant. Concordia University will assign a supervisor to assist the practicum participant in preparing the Practicum Proposal and observe a leadership activity on location during the practicum, if possible. You will receive copies of the supervisor's observations. You will also be asked to assist with evaluating the practicum participant's performance during the practicum.

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 practicum participant with the support needed to complete the 80 required log hours each semester, including time away from regular duties to ensure them an opportunity to act as administrators during their course of study.**

Signature of Site Supervisor: \_\_\_\_\_ Date \_\_\_\_\_

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

Listed below are Ed.D. Practicum contacts for Concordia University-Texas

Dr. Rosie Watwood  
Stephanie Hartzell  
Daniel Babyak

Ed.D. Practicum Director  
Director of the 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 or Organization 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 (Mentor):***

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

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

Date of Training

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



# Practicum Proposal

As a practicum participant, you will create an action plan at the beginning of the practicum experience to ensure that you and your supervisors have a clear understanding of your intended goals, desired skills, and outcomes. Developing the plan is a cooperative effort between you and the site supervisor. You will share it with your field supervisor as soon as they are assigned to you. The Practicum Proposal will enhance your practicum experience and yield the ultimate educational experience for you.



## PRACTICUM PROPOSAL

**Practicum Participant:** \_\_\_\_\_ **Semester(s)** \_\_\_\_\_

**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 Concordia University. It is not a contract that obligates the parties. This plan is based on the needs of the district, the skills of the student, and the requirements for practicum experiences established by the TEA and Concordia University Texas.

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

The student should complete this proposal in collaboration with the district leadership and the university field supervisor.

The proposal to which this page is attached is agreed to by the site supervisor, and the student whose signatures are below and signify approval of the practicum plan proposal:

**Site Supervisor (District Mentor)** \_\_\_\_\_ **Date** \_\_\_\_\_

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

# Plan for Curriculum and Instruction Leadership Standards

## Standard 1—Ethical Leadership

A leader of curriculum and instruction promotes the success of all students by acting with integrity, fairness, and in an ethical manner to promote the success of all students.

Proposed Activity	Proposed Timeline

## Standard 2—School Culture and Diversity

A leader of curriculum and instruction knows how to foster a positive school culture by meeting the needs of diverse learners and by participating in a shared vision of high expectations for all stakeholders (students, staff, parents, and community).

Proposed Activity	Proposed Timeline

## Standard 3—Curriculum Planning, Development, Implementation, and Evaluation

A leader of curriculum and instruction knows how to promote 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. The leader must also understand budget development and maintenance and advise campuses on the use of the money available for curriculum or instructional resources.

Proposed Activity	Proposed Timeline

### Standard 4—Instructional Leadership

A leader of curriculum and instruction knows how to promote the success of all students by advocating, nurturing, and sustaining an instructional program conducive to student learning and staff professional growth. Furthermore, the leader must demonstrate expert knowledge of curriculum development and instructional best practices, grounded in a thorough and in-depth understanding of current research on curriculum and instruction.

Proposed Activity	Proposed Timeline

### Standard 5—Human Capital

A leader of curriculum and instruction knows how to provide guidance, feedback, and coaching to staff members to improve outcomes for all students. Likewise, the leader knows how to allocate human resources for curriculum implementation appropriately.

Proposed Activity	Proposed Timeline

### Standard 6 – Professional Learning

A leader of curriculum and instruction knows how to plan and implement professional learning opportunities that increase educator effectiveness and results for all students.

Proposed Activity	Proposed Timeline

**Standard 7 – Communication and Collaboration**

A leader of curriculum and instruction knows how to promote the success of all students by encouraging collaboration among members of the educational community, by collaborating with families and community members, and by responding to diverse community interests and needs.

Proposed Activity	Proposed Timeline

**Standard 8 – State and National Issues and Trends**

A leader of curriculum and instruction must be aware of and continually learn about state and national policy that impacts curriculum development (adopted standards, instructional materials, policies around budget, etc.). Beyond the state, the curriculum leader must be a primary source of knowledge about national trends and the most up-to-date research around curriculum and instruction. The leader must also model lifelong learning for personal growth by participating in organizations and learning about ever-evolving educational trends.

Proposed Activity	Proposed Timeline



**CAI Practicum 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):  phone  email  in person

Synchronous Post-observation Conference Date \_\_\_\_\_ Method (check one):  phone  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: Ethical Leadership**

Exemplary  Proficient  Developing

**Standard 2: School Culture and Diversity**

Exemplary  Proficient  Developing

**Standard 3: Curriculum Planning, Development, Implementation, and Evaluation**

Exemplary  Proficient  Developing

**Standard 4: Instructional Leadership**

Exemplary  Proficient  Developing

**Standard 5: Human Capital**

- Exemplary**       **Proficient**       **Developing**

**Standard 6: Professional Learning**

- Exemplary**       **Proficient**       **Developing**

**Standard 7: Communication and Collaboration**

- Exemplary**       **Proficient**       **Developing**

**Standard 8: State and National Curriculum Issues and Trends**

- Exemplary**       **Proficient**       **Developing**

**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 to the professor via the portal to the online cours**



**Semester Evaluation**  
**EdD CAI Practicum**

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

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

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

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

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 strengths, areas for improvement, or any special skills or talents. Please cite specific examples to support your observations.

**Standard 1: Ethical Leadership**

Exemplary       Proficient       Developing

**Standard 2: School Culture and Diversity**

Exemplary       Proficient       Developing

**Standard 3: Curriculum Planning, Development, Implementation, and Evaluation**

Exemplary       Proficient       Developing

**Standard 4: Instructional Leadership**

Exemplary       Proficient       Developing

**Standard 5: Human Capital**

Exemplary       Proficient       Developing

**Standard 6: Professional Learning**

- Exemplary       Proficient       Developing

**Standard 7: Communication and Collaboration**

- Exemplary       Proficient       Developing

**Standard 8: State and National Curriculum Issues and Trends**

- Exemplary       Proficient       Developing

Recommended grade (Pass or 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 THE STUDENT WHO WILL OBTAIN ALL SIGNATURES AND SUBMIT TO THE PROFESSOR VIA THE PORTAL TO THE ONLINE COURSE.





Student:   
 Administrative Site Supervisor:   
 Field Supervisor:   
 Semester:

Doctorate of Education

**Practicum Log**

80 Total Practicum Hours Required  
Each Semester

**LOGGED HOURS**

0	0	0	0	0	0	0	0	0
TOTAL HOURS: 0								

Date	Brief Description of the Tasks	1	2	3	4	5	6	7	8
	<i>Please use the Excel version of this log, which can be found in Blackboard.</i>								

**Sample – Do not use**

# **Practicum Reflection Form**

## **STANDARD REFLECTIONS**

As you complete your practicum, remember to focus on the eight standards. You will complete an Excel spreadsheet noting the weekly tasks you have completed throughout the semester and submit it to your field supervisor by midnight each Sunday evening. You will also categorize the functions according to one of the eight standards and record the hours you complete. 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 curriculum and instruction leadership. 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's review monthly. 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 discuss any significant 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 pages as needed to each standard section.

### **Standard 1**

### **Standard 2**

### **Standard 3**

### **Standard 4**

### **Standard 5**

### **Standard 6**

### **Standard 7**

### **Standard 8**