



Cambridge
College

Practicum and Licensure
Handbook for
Educational Leadership Programs

**School of Education
80 Prospect Street
Cambridge, MA 02139
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This handbook offers guidance to students in the Master of Education in School Administration and Certificate of Advanced Graduate Studies in Educational Leadership Programs and is meant to be used as a supplement to the School of Education licensure and practicum policies found in the Cambridge College Academic Catalog. This version of the Practicum Handbook is current as of June 2009. Any subsequent updates may be found online at <http://www.cambridgecollege.edu/edleadership/?q=licensure>.

Contents

Licensure Endorsement.....	3
Program Options and Credit Requirements (Licensure vs. Non-Licensure)	3
Massachusetts Department of Elementary and Secondary Education (ESE)	3
Role of the Licensure Office	4
Students Outside of Massachusetts	4
Practicum Requirements	4
Practicum Steps	5
Practicum Coordinator	5
Licensure Coursework	5
Pre-Practicum Observation Guidelines	5
<i>Pre-Practicum Observation Courses</i>	6
MTEL or Other Required State Test.....	6
Practicum Setting	6
Supervising Practitioner	7
Practicum Placement and Assignment of College Supervisor	7
Practicum Activities and Site Visits	8
Practicum Fieldwork Hours Requirement	9
Professional Standards	9
Portfolio	9
<i>Portfolio Submission and Approval</i>	9
Additional Contact Information, School of Education	10
Appendix A: Massachusetts Professional Standards for Administrators	
Appendix B: Practicum Checklist	
Appendix C: Forms	
1. Pre-Practicum Log	
2. Practicum Placement Approval Form	
3. Massachusetts Curriculum Frameworks Alignment Assurance Form	
4. Practicum Planning Worksheet	
5. Practicum Weekly Log	
6. Practicum Self Assessment	
7. Administrator Practicum Performance Assessment	
Appendix D: Information for Supervising Practitioners and Course Voucher	

Licensure Endorsement

The MEd and CAGS Programs in Educational Leadership have licensure (initial only) and non-licensure options. Cambridge College can provide licensure endorsement only for students who complete a licensure program and all associated licensure requirements. Students may earn only one level of administrative licensure per approved licensure program. Students who complete a non-licensure program may not under any circumstances earn licensure endorsement from Cambridge College, though they may seek licensure from their state through alternative pathways and should contact their state education agencies directly for more information.

Program Options and Credit Requirements (Licensure vs. Non-Licensure)

Licensure options by program	Credits	Non-licensure options by program	Credits
MASTER OF EDUCATION:			
School Administration:		School Administration	32
Principal/Asst. Principal (PreK-6; 5-8; 9-12)	37		
Supervisor/Director	37		
Superintendent/ Asst. Supt.	40		
CERTIFICATE OF ADVANCED GRADUATE STUDIES:			
Special Education Administrator	36	Special Education Administrator	36
School Administration:		School Administration	36
Principal/Asst. Principal (PreK-6; 5-8; 9-12)	36		
Supervisor/Director	36		
Superintendent/ Asst. Supt.	39		
		Curriculum & Instruction	36

Massachusetts Department of Elementary and Secondary Education (ESE)

Cambridge College licensure programs are approved by the Commonwealth of Massachusetts and are designed to prepare students to become licensed teachers and school administrators. Students who successfully complete an education licensure program and all corresponding licensure requirements and procedures, as outlined in this handbook, receive an endorsement on their transcript stating that the College “institutionally recommends” the student for licensure. However, the Massachusetts Department of Elementary and Secondary Education is the regulatory agency that grants the educator license. This is an important distinction. Students who wish to earn a license must follow these steps:

1. Apply online at the ESE website. Students can do this at any time. This action will trigger a response letter from the ESE outlining requirements for licensure. Print a copy of your completed application and attach it to your final practicum portfolio.
2. Complete all licensure requirements, including successfully passing the Massachusetts Tests for Educator Licensure (MTEL).
3. Send official undergraduate and graduate transcripts to the ESE, either directly, or by including a transcript request with the final portfolio submitted to the licensure

office. The undergraduate transcript is the signal for the ESE to open an electronic file on the student. All transcripts, MTEL scores, and other documents will be scanned into the file in preparation for licensure review.

Role of the Licensure Office

The Massachusetts Department of Elementary and Secondary Education (ESE) requires that Cambridge College keep hard copy records and an electronic database for each Massachusetts licensure student. At the time of degree conferral, the Licensure Office reviews each student's portfolio to determine eligibility for licensure endorsement and subsequently archives the portfolio. Archives for out-of-state student portfolios are kept at the relevant site.

The Licensure Office provides a service to graduating students by sending transcripts "in a batch" to the ESE after the conferral date, if requested by the student. Students desiring the Licensure Office to include their documents in a batch to the ESE should also submit with their final practicum portfolio the following items:

- Copy of ESE licensure application printout
- Completed Cambridge College transcript request
- Check made payable to Cambridge College (\$5 per transcript)

Students Outside of Massachusetts

Students seeking licensure outside of the Commonwealth of Massachusetts should consult the Academic Catalog for information on paths to licensure in other states. They should also consult with their regional centers as well as their state departments of education for licensure regulations. Once a student has completed an approved program and all licensure/certification requirements, she must submit a certification verification form to the Licensure Office at Cambridge College, who will verify that she has successfully completed all requirements and will notify her state educational authority.

Practicum Requirements

All students seeking a licensure endorsement through the Master of Education (M.Ed.) or Certificate of Advanced Graduate Studies (CAGS) programs in the area of Educational Leadership must complete a practicum related to their concentration. The purpose of the practicum is to allow the student the opportunity to practice the competencies introduced and discussed during program coursework.

MEd students who are not pursuing licensure are not required to complete a practicum. CAGS students who are not pursuing licensure are required to complete a non-supervised practicum, which allows more flexibility in the setting and activities of the practicum. Students completing a non-supervised practicum should work with their advisor to develop customized practicum experiences. (See section on Licensure Endorsement for more details.)

Practicum Steps

There are several steps in the process of completing a practicum and students should read this handbook carefully in order to be successful in this endeavor. A checklist is provided in Appendix B to help students keep track of their progress through the steps.

Practicum Coordinator

Each of the College's sites has its own Practicum Coordinator, who is the person responsible for approving practicum placements and assigning College Supervisors. The names and contact information for the Practicum Coordinators are listed here:

Cambridge, MA Center & NITE students except GA, NC, SC, TN & VA	James Horn 80 Prospect St. Cambridge, MA 02139	james.horn@cambridgecollege.edu 800-877-4723 X 1849
Lawrence, MA Center & NITE students from Western Massachusetts	Júlio C. de Carvalho 60 Island St. Lawrence, MA 01841	julio.decarvalho@cambridgecollege.edu
Augusta, GA Center & NITE students from GA, NC & SC	Joan Ashley and Kay Blanchard 753 Broad St., Suite 1000 Augusta, GA 30901	joan.ashley@cambridgecollege.edu 800-877-4723 X 1526 kay.blanchard@cambridgecollege.edu 800-877-4723 X 1527
Chesapeake, VA Center & NITE students from VA	Ella Benson 1403 Greenbrier Pkwy Chesapeake, VA 23320	ella.benson@cambridgecollege.edu 800-877-4723 X 6193
Memphis, TN Center & NITE students from TN	Cynthia Gentry 8000 Centerview Pkwy Memphis, TN 38018	cynthia.gentry@cambridgecollege.edu 800-877-4723 X 1547
San Juan, PR Center & NITE students from PR	Rosalina Burgos 268 Ponce de Leon Ave., Suite 1400 Hato Rey, PR 00918	rosalina.burgos@cambridgecollege.edu 800-877-4723 X1537

Licensure Coursework

All students must complete all of their licensure courses or be in the process of completing the last two of these courses in order to register for the practicum. Students should consult their program chart in the Academic Catalog for a list of their core courses. Students must also be enrolled in EAD 790 (MEd), ECA/S 805, or ECA/S 806 (CAGS) during the practicum period.

Pre-Practicum Observation Guidelines

Before beginning the practicum, students are required to log 75 hours of relevant observation in the field (15 hours in each of the five required pre-practicum courses). These observations should focus on administrative actions that clearly reflect standards and competencies of administrators in the desired license area. (See Professional Standards For Administrators in Appendix A).

Because program courses are focused on different standards that are relevant to specific course content, each of the five core courses require 15 hours of observation to be

completed and logged as part of the course requirements. (Instructors will suggest a range of observation experiences that are reflective of standards and competencies that are discussed in their courses).

Students should keep track of their pre-practicum observations in the Pre-Practicum Log (see Appendix C). A signature of the appropriate administrator at the site of the observation is required for each set of observations. Students should present the Pre-practicum Log to the corresponding course instructor for approval. The instructor should review the student’s description of the activity and, if the student has completed the activity satisfactorily, sign the form. Upon completion of the last course in the sequence, the Pre-Practicum Log is signed by the student’s advisor and sent to the Practicum Coordinator with the Practicum Placement Approval Form and test scores.

Pre-Practicum Observation Courses

M.Ed.	Special Education CAGS	School Administration CAGS	Pre-Practicum Observation Hours
EAD 662	ECL 802	ECL 802	15
EAD 690	ECS 713	ECA 703	15
EAD 712	ECS 714	ECC 710	15
EAD 691/692 or EUA 692*	ECL 800/801*	ECL 800/801*	30

**For NITE students only:* Because many NITE courses are taken in the summer when school is not in session, NITE students will need to complete these pre-practicum observations as part of the fall pro-seminar (EUA 692) or, for CAGS students, the Advanced Graduate Research seminar (ECL 801). The log and any artifacts from these experiences must be presented to the pro-sem leader (M.Ed.) or research instructor (CAGS), who will sign the form for these observations.

MTEL or Other Required State Test

Before starting a practicum, all students desiring a license as an administrator must have taken and successfully passed the Literacy and Communications section of the Massachusetts Test for Educator Licensure (MTEL) or the required state test for those seeking licensure outside of Massachusetts. Students who have not already done so are urged to take this test during their first term at the college. It is the student’s responsibility to supply their MTEL scores when applying for practicum placement and before registering for the practicum (EAD 790 or ECA/S 805 or 806). No practicum will be approved without proof the student has passed the MTEL. Dates and locations, along with registration information, can be found online at www.doe.mass.edu/mtel.

Practicum Setting

Most students complete their practicum requirements in the school where they are employed. Students not employed in a school should discuss a practicum site with their advisor. Students must complete the practicum experience in a school or district setting at the level of the desired license. For example, a student desiring licensure as a high school

principal must carry out the practicum at a high school. A student desiring a superintendent's license must complete the practicum at the central office with the superintendent or assistant superintendent. After-school or community-based programs, department of youth services, etc. are not acceptable practicum sites. All 300 hours of practicum must be completed at a single site.

In order to successfully complete the requirements mandated by Massachusetts 603 CMR 7.10 Regulations for Educator Licensure and Preparation Program Approval, Cambridge College School Administration Practicum students completing a practicum at a private or parochial school must have ample opportunities to, 1) help staff align their curriculum with the state's curriculum frameworks, and 2) identify, implement, and evaluate content-based instruction based on the Massachusetts Curriculum Frameworks. In order to be assigned a College Supervisor, these students must submit an authorization form signed by the principal or head of school verifying that the school's curriculum aligns with the Massachusetts Frameworks (see Appendix A).

Supervising Practitioner

Each student is required to identify a Supervising Practitioner who will work with the student to develop a plan to address the competencies and then to see that the plan is accomplished. If the student already works in a school or district office, the Supervising Practitioner is typically the school principal or district superintendent. ***The Supervising Practitioner must have served in his role for three years and must hold an active license at the same level that the student wishes to obtain.*** It is the responsibility of the student to ensure that the Supervising Practitioner holds the appropriate license. The Supervising Practitioner must provide her license number and sign the student's Practicum Placement Approval Form signifying agreement to participate in the practicum.

The Supervising Practitioner must meet with the student on a regular basis to discuss the student's progress, and he/she must meet with the College Supervisor on the four required visits by the College Supervisor. See Appendix D for information on compensation for Supervising Practitioners.

Practicum Placement and Assignment of College Supervisor

Students preparing for their practicum and the logging of practicum hours must first receive approval from the Practicum Coordinator. Approval by the Practicum Coordinator is granted once the student submits a Practicum Placement Packet (PPP), which consists of the following: (1) Practicum Placement Approval Form, which should have the signature of the Supervising Practitioner (2) passing state test results, and, (3) Pre-Practicum Log. Each student should make a copy of the PPP for his own files and then submit the original to his advisor before the end of the term prior to the desired practicum term.

The advisor, upon verification that all components are complete, signs the approval form and pre-practicum log and submits the entire PPP to the Practicum Coordinator by the grading deadline of the term prior to the desired practicum term. (For MEd students, this would be the term prior to EAD 790; for CAGS students, this would be the term prior to ECA/S 805 or 806, depending on which term the student is ready to begin logging hours.)

In the event that a student is unable to submit the completed practicum placement packet to his advisor before the end of the term prior to the desired practicum term, he may obtain an extension until the first day of the practicum term by writing a request to the Practicum Coordinator. Students should consult the Academic Catalog for the official start date of the relevant graduate term. Practicum placements will not be approved for a given term if the paperwork is submitted after the start of that same term.

Upon approval of the paperwork, the Practicum Coordinator will assign a College Supervisor, who will work with the student and the Supervising Practitioner to plan, implement and evaluate the practicum experience. Once the student receives written approval from the Practicum Coordinator to begin the practicum, she may then register for the practicum course (EAD 790 for M.Ed. and ECA/S 805 or 806 for CAGS students).

Practicum Activities and Site Visits

The Practicum Planning Form included in Appendix C provides a list of all of the standards required by the Massachusetts Department of Education for licensure as an administrator with space for the student to write in proposed activities that meet such standards. The courses in the leadership programs address these standards, and the practicum gives the student the opportunity to put these standards into action by taking on the role of an administrator. Each student works with the Supervising Practitioner and College Supervisor to develop a plan for addressing the standards during the 300 hours of the practicum. The student maintains a detailed record of activities and time devoted to working on each standard with the Practicum Weekly Log and Practicum Self-Assessment Form. The Practicum Self-Assessment Form will be used to assess the student's practicum experience at the conclusion of the practicum.

The College Supervisor will visit the practicum site a minimum of four times throughout the practicum. The initial visit should occur within the first two weeks of the practicum in order to evaluate the practicum plan for addressing the standards and to meet with the Supervising Practitioner. The second and third visits should allow the College Supervisor to observe the progress of the practicum and to consult with the student and Supervising Practitioner in order to offer feedback and answer questions. Prior to the final visit, which should occur during the last two weeks of the practicum, the student should complete the Practicum Self-Assessment and provide copies to the College Supervisor and Supervising Practitioner. During the final session, the student, College Supervisor, and Supervising Practitioner will meet together to conduct the final evaluation, which will focus on the student's self-assessment. The student should also meet with the Supervising Practitioner on a regular basis (at least weekly) to discuss activities and reflect on experiences.

During research and proseminar meetings (or through online correspondence for NITE), students discuss their experiences with colleagues and the advisor. To complete the practicum successfully, students must show evidence of meeting all of the standards at the level of competence of a beginning school administrator. Successful completion is evaluated through the recommendations of the College Supervisor and the Supervising Practitioner and the review of the portfolio by the advisor.

Practicum Fieldwork Hours Requirement

The student will spend a total of 300 hours in fieldwork at one site. No more than 25 of these hours should be spent observing or shadowing an administrator. The majority of practicum work must be carried out during the months when school is in session. A maximum of 75 hours may be spent during school vacations, when activities such as scheduling, budget preparation, and ordering are accomplished in the school. All practicum hours must be completed under the supervision of the approved Supervising Practitioner.

Professional Standards

Students in all administration licensure programs must address the Professional Standards for Administrators as defined by the Massachusetts Department of Elementary and Secondary Education (see Appendix A). Each student works with the Supervising Practitioner to develop a plan for addressing the standards during the practicum. The student should also meet with the Supervising Practitioner on a regular basis (at least weekly) to discuss activities and to reflect on efforts to put Standards into practice.

Portfolio

All students must keep a portfolio of their practicum experience in a three-ring binder, which is to be shared with the College Supervisor on each of his/her visits. The final portfolio that is ultimately submitted to the Licensure Office *must* include the following:

1. A 2-3 paragraph statement of the student's beliefs/philosophy about being a supervisor, called a "supervision platform." An example of a supervision platform can be found in the text *Supervision and Instructional Leadership: A Developmental Approach* by Carl Glickman, et al. (This is the text usually assigned in course EAD 684 Selection, Development and Supervision of Educational Personnel or ECA 725 Instructional Leadership: Curriculum Development and Supervision.)
2. Passing MTEL or state-required test scores
3. Pre-practicum Log with all required signatures
4. Completed Practicum Placement Approval Form with all required signatures
5. Completed Practicum Planning Form with all required signatures
6. Completed Practicum Weekly Log
7. Completed Practicum Self-Assessment
8. Artifacts related to the work with the Standards: newsletters, memos, and other samples of communications to staff, evidence of school and community involvement, professional endeavors, professional development readings, commendations, performance evaluations, honors and awards, professional organization work, workshops. (Artifacts should be labeled to indicate the standards they address).
9. Completed Practicum Performance Assessment with all required signatures.

Portfolio Submission and Approval

At the end of the practicum experience, the student will submit the completed portfolio to the College Supervisor, who will then complete the Administrator Practicum Performance Assessment (6 page document; see Appendix C), which includes a suggested grade for the practicum, and obtain signatures from the student and Supervising Practitioner at the final evaluation meeting. Students should keep a copy of the final portfolio for their own files.

The completed portfolio, including the performance assessment, is to be submitted to the student's advisor with all required signatures prior to the end of EAD 790 or ECA/S 806. The Advisor records the final grade for the practicum or practicum seminar and then submits the portfolio to the Licensure Office for Massachusetts or to the Practicum Coordinator at the relevant site, where it is evaluated for licensure endorsement and archived. In case of disagreement between College Supervisor and advisor regarding grade, the Assistant Dean will serve as the final judge of the portfolio.

Additional Contact Information, School of Education

Massachusetts Licensure Endorsements	Ryan Lovell	ryan.lovell@cambridgecollege.edu
Out-of-state Licensure Certifications	Kathy Blackwood	katherine.blackwood@cambridgecollege.edu
Department Director, Educational Leadership	Shannon Houston	shannon.houston@cambridgecollege.edu
Assistant Dean, Educational Leadership	Dan Butin	dan.butin@cambridgecollege.edu
Acting Dean, School of Education	Jo-Ann Testaverde	jo-ann.testaverde@cambridgecollege.edu

Appendix A: Massachusetts Professional Standards for Administrators

Note: These standards are scheduled to be modified in June of 2009.

603 CMR 7.00 Regulations for Educator Licensure and Preparation Program Approval (<http://www.doe.mass.edu/lawsregs/603cmr7.html?section=10>)

7.10: Professional Standards for Administrators

(1) **Application.** The Professional Standards for Administrators identify the knowledge and skills required for school administrators. These Standards are used by sponsoring organizations in designing their administrator preparation programs and by the Department in reviewing programs seeking state approval. They are also used by the Department as the basis of performance assessment of candidates for administrator licenses. Candidates shall demonstrate that they meet the Professional Standards by completing a Performance Assessment for Initial License.

(2) Standards

(a) Leadership

1. Articulates the purposes of education and the place of public schools in the United States of America.
2. Articulates vision and mission.
3. Reviews, evaluates, and revises instructional programs on the basis of sound information and relevant data.
4. Knows and encourages appropriate uses of instructional technologies.
5. Promotes activities that honor academic excellence.
6. Involves staff in preparing and implementing professional development plans that are related to improved student learning.
7. Helps staff align their curriculum with the state's curriculum frameworks.
8. Understands principles of mentoring and provides new teachers with mentors.
9. Encourages experimentation and rigorous evaluation of new pedagogical approaches.
10. Plans effectively for the implementation of policy decisions, taking into account unanticipated consequences and costs.

(b) Administration

1. Demonstrates effective oral and written communication skills.
2. Uses effective methods of personnel selection, supervision, and evaluation.
3. Identifies, implements, and evaluates content-based instruction based on the Massachusetts Curriculum Frameworks.
4. Practices relevant fiscal management policies and procedures.
5. Uses technology appropriately for his or her professional position.
6. Acts with integrity, fairness, and professionalism.
7. Understands plant facilities and equipment management.

Appendix A: Massachusetts Professional Standards for Administrators

(c) Equity

1. Assures presence and quality of educational programs that address the needs, interests, and abilities of all students.
2. Provides programs or activities that help all students acquire a positive civic identity and see themselves as integral members of our civic communities.
3. Fosters understanding that effort is a key factor in achievement.
4. Helps all students see themselves as unique individuals responsible for their own actions.
5. Assures high academic expectations for all students.
6. Holds teachers, students, and self to high standards of performance and behavior.

(d) Community Relationships

1. Involves families and other community members in developing the vision, goals, improvement plans, and programs for the school/district.
2. Promotes partnerships among staff, families, the business community, and other community groups and uses community resources to enhance instruction.

(e) Professional Responsibilities

1. Meets his or her legal and moral responsibilities.
2. Maintains interest in current developments in the professional discipline.
3. Knows educational principles and research that promote sound practices.
4. Studies educational research of relevance to professional responsibilities.
5. Is familiar with the range of instructional programs and policies that can promote academic learning for all students.
6. Is familiar with the range of student support services.
7. Is familiar with the range of professional training programs and providers for prospective teachers.
8. Knows multiple strategies to assess student performance.
9. Understands approaches to organizational change, school-based management, and school restructuring.
10. Understands federal, state, and municipal laws and regulations affecting schools, staff, and students including laws on disability, civil rights and responsibilities, issues of liability, and requirements of due process.
11. Demonstrates understanding of current issues in American education.

Appendix B: Practicum Checklist

Prior to Practicum Term

- Student is accepted into MEd or CAGS program
- Student has completed three years of teaching or administrative experience
- Student registers for EAD 691 or ECL 800 and is assigned an Advisor¹, who, along with the Practicum Coordinator,² explains the practicum process to students.
- Student identifies a practicum site and a Supervising Practitioner³
- Student completes pre-practicum observations through courses and keeps a log
- During final class meeting of EAD 692 or ECL 801 (Term 2), student submits packet to Advisor, including:
 1. MTEL or state-required test scores
 2. Pre-practicum Log documenting completion of 75 pre-practicum hours
 3. Practicum Placement Approval form with signatures. Students seeking practicum in private school must attach Frameworks Alignment Form
- Advisor signs paperwork and submits to Practicum Coordinator by grading deadline

Practicum Term(s) – during EAD 790 or ECA/S 805-806

- Practicum Coordinator approves practicum site and assigns College Supervisor⁴
- Student completes practicum planning form with Supervising Practitioner
- Student completes all licensure coursework prior to or concurrent with the term she is registered for EAD 790 or ECA/S 806
- Student logs 300 practicum hours with 4 visits from College Supervisor
- Student completes self-assessment and submits final portfolio to College Supervisor
- College Supervisor completes Performance Assessment with input of Supervising Practitioner and sends with final portfolio to Advisor for input of final grade.
- Advisor submits graded portfolio to Licensure Office⁵ or to Practicum Coordinator at out-of-state site. The portfolio is to include:
 1. Supervision Platform
 2. MTEL Scores
 3. Pre-practicum Log
 4. Practicum Placement Approval Form
 5. Practicum Planning Form
 6. Practicum Weekly Log
 7. Practicum Self-Assessment
 8. Artifacts related to the work with the Standards
 9. Practicum Performance Assessment
- Student completes any remaining program requirements (courses or ILP/ARP)
- Degrees are conferred; Licensure Office sends endorsements to ESE in next batch

¹ The **Advisor** is the proseminar leader or research seminar instructor

² The **Practicum Coordinator** is the full-time faculty member in charge of practicum placements

³ The **Supervising Practitioner** is an administrator at the practicum site who is identified as the student's mentor during the practicum; must have level of licensure sought.

⁴ The **College Supervisor** is a person representing Cambridge College who is assigned to observe the student at the practicum site; this person must have active administrative licensure

⁵ The **Licensure Office** collects final portfolios and submits batch endorsements to the ESE

Appendix C - Forms

1. Pre-practicum Log
2. Practicum Placement Approval Form
3. Massachusetts Frameworks Curriculum Alignment Assurance Form
4. Practicum Planning Worksheet
5. Practicum Weekly Log
6. Practicum Self-Assessment
7. Practicum Performance Assessment



Massachusetts Curriculum Frameworks Alignment Assurance Form

In order to successfully complete the requirements mandated by Massachusetts 603 CMR 7.10 Regulations for Educator Licensure and Preparation Program Approval, Cambridge College School Administration students completing a practicum at a private or parochial school must have ample opportunities to, 1) help staff align their curriculum with the state's curriculum frameworks, and 2) identify, implement, and evaluate content-based instruction based on the Massachusetts Curriculum Frameworks. The signing of this form, thus, constitutes acknowledgment that the student completing the administrative practicum is, indeed, working in such a school.

Name of Student _____ Student ID# _____

Practicum Site _____

Address _____

Name of Principal or Head of School _____

Title _____

Phone _____

Email _____

Signature of Principal or Head of School _____

I certify that above named school follows the Massachusetts Curriculum Frameworks

Practicum Planning Worksheet

Please work with your Supervising Practitioner to develop a plan to address the Professional Standards for Administrators using this form. This plan is considered a starting point, and it should be shared with the College Supervisor during her initial site visit. It may change as you work through your practicum, but all standards should be addressed, even if the way you address them is different from the initial plan. At the beginning of your practicum, your Supervising Practitioner and your College Supervisor should approve this plan.

A. Leadership

1. Articulates the purposes of education and the place of public schools in the United States of America.
2. Articulates vision and mission.
3. Reviews, evaluates, and revises instructional programs on the basis of sound information and data.
4. Knows and encourages appropriate uses of instructional technologies.
5. Promotes activities that honor academic excellence.
6. Involves staff in preparing and implementing professional development plans that are related to improved student learning.
7. Helps staff align their curriculum with the state's curriculum frameworks.
8. Understands principles of mentoring and provides new teachers with mentors.

Practicum Planning Worksheet

9. Encourages experimentation and rigorous evaluation of new pedagogical approaches.

10. Plans effectively for the implementation of policy decisions, taking into account unanticipated consequences and costs.

B. Administration

1. Has effective oral and written communication skills.

2. Uses effective methods of personnel selection, supervision, and evaluation.

3. Identifies, implements, and evaluates content-based instruction based on the Massachusetts Curriculum Frameworks.

4. Practices relevant fiscal management policies and procedures.

5. Uses technology appropriately for his or her professional position.

6. Acts with integrity, fairness, and professionalism.

7. Understands plant facilities and equipment management.

C. Equity

1. Assures presence and quality of educational programs that address the needs, interests, and abilities of all students.

Practicum Planning Worksheet

2. Provides programs or activities that help all students acquire a positive civic identity and see themselves as integral members of our civic communities.

3. Fosters understanding that effort is a key factor in achievement.

4. Helps all students see themselves as unique individuals responsible for their own actions.

5. Assures high academic expectations for all students.

6. Holds teachers, students, and self to high standards of performance and behavior.

D. Community Relationships

1. Involves families and other community members in developing the vision, goals, improvement plans, and programs for the school/district.

2. Promotes partnerships among staff, families, the business community, and other community groups and uses community resources to enhance instruction and programs for the school/district.

E. Professional Responsibilities

1. Meets his or her legal and moral responsibilities.

2. Maintains interest in current developments in the professional discipline.

3. Knows educational principles and research that promote sound practices.

Practicum Planning Worksheet

4. Studies educational research of relevance to professional responsibilities.
5. Is familiar with the range of instructional programs and policies that can promote academic learning for all students.
6. Is familiar with the range of student support services.
7. Is familiar with the range of professional training programs and providers for prospective teachers.
8. Knows multiple strategies to assess student performance.
9. Understands approaches to organizational change, school-based management, and school restructuring.
10. Understands federal, state, and municipal laws and regulations affecting schools, staff and students, including laws on disability, civil rights and responsibilities, issues of liability, and requirements of due process.
11. Demonstrates understanding of current issues in American education.

Signature of Supervising Practitioner

Date

Signature of College Supervisor

Date

Signature of Student

Date

Practicum Weekly Log

Record hours with brief description of activity, [e. g., Met with teacher and parents to discuss test results – 1 hour]. Make copies as needed.

Week beginning _____

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Total hours for week _____

Practicum Self-Assessment

The evidence that you gather for meeting the Professional Standards for Administrators should be recorded to show that you have put the standards into practice during your practicum experience. Briefly describe the various activities that you initiated or participated in to put the Standards into action, and offer a short reflection on the results of the activities.

The Supervising Practitioner and the College Supervisor will collaboratively assess the evidence you provide for each dimension of the Standards and will use it to complete the Practicum Performance Assessment, which will be submitted to your Advisor with a recommendation for a final grade.

A. Leadership

1. Articulates the purposes of education and the place of public schools in the United States of America.

Activity

Result

2. Articulates vision and mission.

Activity

Result

Practicum Self-Assessment

3. Reviews, evaluates, and revises instructional programs on the basis of sound information and data.

Activity

Result

4. Knows and encourages appropriate uses of instructional technologies.

Activity

Result

5. Promotes activities that honor academic excellence.

Activity

Result

Practicum Self-Assessment

6. Involves staff in preparing and implementing professional development plans that are related to improved student learning.

Activity

Result

7. Helps staff align their curriculum with the state's curriculum frameworks.

Activity

Result

8. Understands principles of mentoring and provides new teachers with mentors.

Activity

Result

Practicum Self-Assessment

9. Encourages experimentation and rigorous evaluation of new pedagogical approaches.

Activity

Result

10. Plans effectively for the implementation of policy decisions, taking into account unanticipated consequences and costs.

Activity

Result

B. Administration

1. Has effective oral and written communication skills.

Activity

Result

Practicum Self-Assessment

2. Uses effective methods of personnel selection, supervision, and evaluation.

Activity

Result

3. Identifies, implements, and evaluates content-based instruction based on the Massachusetts Curriculum Frameworks.

Activity

Result

4. Practices relevant fiscal management policies and procedures.

Activity

Result

Practicum Self-Assessment

5. Uses technology appropriately for his or her professional position.

Activity

Result

6. Acts with integrity, fairness, and professionalism.

Activity

Result

7. Understands plant facilities and equipment management.

Activity

Result

Practicum Self-Assessment

C. Equity

1. Assures presence and quality of educational programs that address the needs, interests, and abilities of all students.

Activity

Result

2. Provides programs or activities that help all students acquire a positive civic identity and see themselves as integral members of our civic communities.

Activity

Result

3. Fosters understanding that effort is a key factor in achievement.

Activity

Result

Practicum Self-Assessment

4. Helps all students see themselves as unique individuals responsible for their own actions.

Activity

Result

5. Assures high academic expectations for all students.

Activity

Result

6. Holds teachers, students, and self to high standards of performance and behavior.

Activity

Result

Practicum Self-Assessment

D. Community Relationships

1. Involves families and other community members in developing the vision, goals, improvement plans, and programs for the school/district.

Activity

Result

2. Promotes partnerships among staff, families, the business community, and other community groups and uses community resources to enhance instruction and programs for the school/district.

Activity

Result

E. Professional Responsibilities

1. Meets his or her legal and moral responsibilities.

Activity

Result

Practicum Self-Assessment

2. Maintains interest in current developments in the professional discipline.

Activity

Result

3. Knows educational principles and research that promote sound practices.

Activity

Result

4. Studies educational research of relevance to professional responsibilities.

Activity

Result

Practicum Self-Assessment

5. Is familiar with the range of instructional programs and policies that can promote academic learning for all students.

Activity

Result

6. Is familiar with the range of student support services.

Activity

Result

7. Is familiar with the range of professional training programs and providers for prospective teachers.

Activity

Result

Practicum Self-Assessment

8. Knows multiple strategies to assess student performance.

Activity

Result

9. Understands approaches to organizational change, school-based management, and school restructuring.

Activity

Result

10. Understands federal, state, and municipal laws and regulations affecting schools, staff and students, including laws on disability, civil rights and responsibilities, issues of liability, and requirements of due process.

Activity

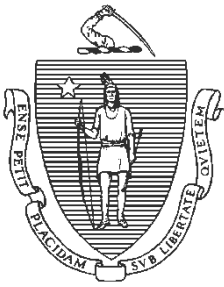
Result

Practicum Self-Assessment

11. Demonstrates understanding of current issues in American education.

Activity

Result



The Commonwealth of Massachusetts
Department of Education

350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3000

Administrator Practicum Performance Assessment – page 1

Professional Standards for Administrators: See 603 CMR 7.10.

Part I – To be completed by the applicant.

Practicum: X

1. Legal Name: (print) 2. SSN:

3. Address:

4. Sponsoring Organization: CAMBRIDGE COLLEGE Degree Program & Licensure Level:

5. Practicum Course(s) Number: Total # Earned Credits: 5

Practicum Course Title:

6. Practicum Site: 7: Grade Levels of Students:

8. Number of Clock Hours of Practicum: 300+ 9. Other Massachusetts licenses held if any:

10. Have any components of the approved program been waived (see Regulations 7.03(1)(b)): Yes No

Part II – To be completed by the College Supervisor

Name: (print) Position/Title

The Applicant completed a practicum designed by the sponsoring organization as partial preparation for the following license:

License Field:) Grade Level:

Part III – To be completed by the Supervising Practitioner

Name: (print) Position/Title

School System: License (# yrs. experience) Initial: or Professional:

Massachusetts License #: Field(s):

Part IV – Please Initial for visits 1, 2, and 3.

1. Initial meeting held at which the Professional Standards and the procedures for evaluation were explained to the Student.

Date: Student: College Supervisor: Supervising Practitioner:

2. Meeting held midway through the practicum at which the Applicant’s progress toward the Professional Standards was discussed.

Date: Student: College Supervisor: Supervising Practitioner:

3. Final meeting held to complete evaluation and to allow Applicant an opportunity to raise questions and make comments.

Date: Student: College Supervisor: Supervising Practitioner:

Part V

Candidate has successfully completed the Preservice Performance Assessment Requirements(Sections:7.03(2)(a)(4) & 7.09): Yes: No:

College Supervisor (sign): Date:

Supervising Practitioner (sign): Date:

Mediator (if necessary: see Regulations 7.04(4))(sign): Date:

Administrator Practicum Performance Assessment – page 2

At the conclusion of the practicum, the College Supervisor and Supervising Practitioner should complete this assessment, based on the Professional Standards for Administrators, in order to recommend a final grade to the student’s advisor

Standard A - Leadership	
Indicators	Evidence
1. Articulates the purposes of education and the place of public schools in the United States of America.	
2. Articulates vision and mission.	
3. Reviews, evaluates, and revises instructional programs on the basis of sound information and data.	
4. Knows and encourages appropriate uses of instructional technologies.	
5. Promotes activities that honor academic excellence.	
6. Involves staff in preparing and implementing professional development plans that are related to improved student learning.	
7. Helps staff align their curriculum with the state’s curriculum frameworks.	
8. Understands principles of mentoring and provides new teachers with mentors.	
9. Encourages experimentation and rigorous evaluation of new pedagogical approaches.	
10. Plans effectively for the implementation of policy decisions, taking into account unanticipated consequences and costs.	

Rating:	1=Rudimentary (Shows Little or No Evidence) 2= Developing (Shows Limited Evidence) 3= Proficient (Shows Clear Evidence) 4= Accomplished (Consistent Evidence)
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Administrator Practicum Performance Assessment – page 3

Standard B- Administration	
Indicators	Evidence
1. Has effective oral and written communication skills.	
2. Uses effective methods of personnel selection, supervision, and evaluation.	
3. Identifies, implements, and evaluates content-based instruction based on the Massachusetts Curriculum Frameworks.	
4. Practices relevant fiscal management policies and procedures.	
5. Uses technology appropriately for his or her professional position.	
6. Acts with integrity, fairness, and professionalism.	
7. Understands plant facilities and equipment management.	

Rating:	1=Rudimentary (Shows Little or No Evidence) 2= Developing (Shows Limited Evidence) 3= Proficient (Shows Clear Evidence) 4= Accomplished (Consistent Evidence)
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Administrator Practicum Performance Assessment – page 4

Standard C- Equity	
Indicators	Evidence
1. Assures presence and quality of educational programs that address the needs, interests, and abilities of all students.	
2. Provides programs or activities that help all students acquire positive civic identity and see themselves as integral members of our civic communities.	
3. Fosters understanding that effort is a key factor in achievement.	
4. Helps all students see themselves as unique individuals responsible for their own actions.	
5. Assures high academic expectations for all students.	
6. Holds teachers, students, and self to high standards of performance and behavior.	

Rating:	1=Rudimentary (Shows Little or No Evidence) 2= Developing (Shows Limited Evidence) 3= Proficient (Shows Clear Evidence) 4= Accomplished (Consistent Evidence)
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Standard D- Community Relationships	
Indicators	Evidence
1. Involves families and other community members in developing vision, goals, improvement plans, and programs for school/district.	
2. Promotes partnerships among staff, families, business community, and other community groups; uses community resources to enhance instruction and programs for school/district.	

Rating:	1=Rudimentary (Shows Little or No Evidence) 2= Developing (Shows Limited Evidence) 3= Proficient (Shows Clear Evidence) 4= Accomplished (Consistent Evidence)
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Administrator Practicum Performance Assessment – page 5

Standard E- Professional Responsibilities	
Indicators	Evidence
1. Meets his or her legal and moral responsibilities.	
2. Maintains interest in current developments in the professional discipline.	
3. Knows educational principles and research that promote sound practices.	
4. Studies educational research of relevance to professional responsibilities.	
5. Is familiar with the range of instructional programs and policies that can promote academic learning for all students.	
6. Is familiar with the range of student support services.	
7. Is familiar with the range of professional training programs and providers for prospective teachers.	
8. Knows multiple strategies to assess student performance.	
9. Understands approaches to organizational change, school-based management, and school restructuring.	
10. Understands federal, state, and municipal laws and regulations affecting schools, staff and students, including laws on disability, civil rights and responsibilities, issues of liability, and requirements of due process.	
11. Demonstrates understanding of current issues in American education.	

Rating:	1=Rudimentary (Shows Little or No Evidence) 2= Developing (Shows Limited Evidence) 3= Proficient (Shows Clear Evidence) 4= Accomplished (Consistent Evidence)
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Administrator Practicum Performance Assessment – page 6

Summary of Practicum Performance Assessment

Standard	Rating
A. Leadership	
B. Administration	
C. Equity	
D. Community Relationships	
E. Professional Responsibilities	

Scale: 1=Rudimentary (Shows Little or No Evidence); 2= Developing (Shows Limited Evidence); 3= Proficient (Shows Clear Evidence); 4= Accomplished (Consistent Evidence)

The Student, Supervising Practitioner, and College Supervisor should discuss the ratings in the final practicum site visit and sign below. Student should then include this form in the final portfolio submitted to the Advisor.

Signature of Student

Date

Signature of Supervising Practitioner

Date

Signature of College Supervisor

Date

Suggested Grade: _____

Signature of Advisor

Date

Final Grade: _____

Appendix D - Information for Supervising Practitioners

We believe that the practicum experience is of vital importance in the preparation of school administrators. We appreciate the efforts of site-based Supervising Practitioners in helping us to ensure that this practicum is a valuable learning experience for our students. To that end we request the following of the Supervising Practitioner:

1. Work with the student to develop a plan that will allow him/her to gain experience in all the Standards required by the Massachusetts Department of Elementary and Secondary Education.
2. Meet with the student on a regular basis (at least once per week) to review progress in meeting the required standards and to encourage reflection on practicum experiences.
3. Meet with the student and the College Supervisor at least four times (at the beginning, the middle and the end of the practicum).
4. Notify the student and the College Supervisor of any concerns about the student's progress in completing the practicum requirements.
5. With the College Supervisor, evaluate the student's work in completing the practicum.

We want to offer support and assistance to our Supervising Practitioners. The College Supervisor serves as a resource both to you and the student. You should feel free to contact the College Supervisor about any questions or concerns. You may also contact the Practicum Coordinator for your regional center (see listing at top of page).

Compensation Through Course Vouchers

We are aware that many Supervising Practitioners find that working with an aspiring candidate is personally rewarding as a professional development experience, and we hope that will be your experience as you work with our students. In recognition of your efforts, we offer Supervising Practitioners a voucher for a three credit graduate course at Cambridge College. Massachusetts educators who serve as Supervising Practitioners may also receive professional development points towards re-licensure.

Course Voucher forms are transferable within the school district. The process for the Supervising Practitioner or Designee is as follows:

- Choose a course.
- Register as a Special Student. This requires a complete application form.
- Complete and submit the Course Voucher to the School of Education Licensure Office, 1000 Massachusetts Ave., Cambridge, MA 02138, for the necessary signature and submission to the Bursar's Office.



Cambridge College

**School of Education
Supervising Practitioner Course Voucher Form**

Date of Submission: _____

Voucher will expire 18 months after date indicated above.

Please complete the entire form and submit to the School of Education Licensure Office,
1000 Massachusetts Avenue, Cambridge, MA 02138

- 1. Name of Supervising Practitioner _____
- 2. Name of School district designee, if applicable _____
- 3. SSN of Practitioner or Designee _____
- 4. School District _____
- 5. Practitioner or Designee Email Address _____
- 6. Practitioner or Designee Phone Number _____
- 7. Name of student who was supervised _____
- 8. Dates of Practicum Supervision From: _____ To: _____

Signature of Licensure Office Representative

Date

Signature of Cambridge College Bursar

Date

An individual must enroll in Cambridge College as a **Special Student** before seeing the Bursar in the Financial Services Office to process this voucher.