

Practicum Handbook

For

Mentees- Director of Instruction Program



Viterbo University

Education 792

Director of Instruction Practicum

2010

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Introduction to Practicum Experience (Teacher)/Administrator

This Handbook is designed to give you directions on your practicum, the practical side of your aspiring Director of Instruction preparation program. The Department of Public Instruction (DPI) requires all candidates for an administrative license to complete a practicum. It is similar to your student teaching experience as preparation for your teaching license. The difference is that you will complete the practicum and continue your teaching or administrative responsibilities. The other part of the practicum is that we believe it is essential to start working with your mentor ASAP. Just as universities are now getting prospective teachers in schools/classrooms much sooner through clinical supervision, we believe it is critical that we get you working with the mentor (practicum supervisor /administrators) in your district as soon as possible. We are hoping you will begin your practicum activities during the summer of 2010.

1) Selecting a Mentor

Who would you like to work with you over the course of these two semesters? When making your decision, you need to choose someone who is:

- a licensed Director of Instruction (Curriculum Director)
- truly interested in working with you in a collaborative manner.
- willing to assist with the selection of practicum activities and provide some coaching advice, to begin with, to continue and upon completion of the activity/project.
- willing to dialogue with you on any number of administrative topics that are critical to being a good Director of Instruction.
- willing and able to give you verbal and written feedback and then during the actual practicum course provide two written evaluations which are included in the appendix.
- able to meet with your Viterbo University advisor to discuss your progress in the program.

2) Forms Needed –[by the end of July 2010 (July 30)]

- The Agreement form – Appendix A
- The Application – Appendix B
- Mentors Resume – Appendix C or a recent resume of his/her own
- Practicum Activity List – Appendix D

3) The Goals of the practicum are:

- to complete a minimum of 200 hours of activities aligned to the standards, we strongly suggest doing 100 of these hours prior to the fall semester of 2010
- to align activities with the different semesters during the school year, previously the practicum activities were all done during the fall semester of the student's last semester, the problem with this was that any number of activities could not be completed because of the timing of what happens when in a district
- to develop the skills, dispositions & performances aligned to standards
- to develop a working knowledge of a number of management activities; such as
 - a district curriculum budget
 - the curriculum cycle of the different discipline in a district, who keeps track of what
 - being familiar with curriculum software programs and data storage programs
 - being updated on the building safety/crisis plans

√ to keep a journal of all your activities –follow the form suggested in appendix E

- to summarize at least your top two practicum activities and your reflection of them as your course portfolio – The score sheet for the practicum portfolio is contained in appendix F.

4) **The Benefits of the Practicum Experience**

- Benefits to mentees
 - Guidance and support during your progression through the program at the district level
 - Increased self-confidence
 - Encouragement to take risks to achieve the skills and disposition needed to meet initial Curriculum Director levels
 - Opportunities to discuss professional issues with a veteran administrator
 - Promotes networking
 - Experience the actual duties of a Director of Instruction (Curriculum Director)

5) **Process to fulfill Practicum Expectations/Requirements**

A) **Summer of 2010 – prior to July 30**

- First and foremost choose a mentor – using the guidelines in 1) Selecting a Mentor
- Set up an hour meeting with your mentor:
 - Bring these forms to the meeting:
 - Prospectus form in Appendix D
 - Application for the practicum form Appendix B
 - Agreement for the practicum form Appendix A
 - Establish regular meeting times for the summer, and fall terms
 - The Prospectus, Application, Agreement and Mentor Resume need to be mailed or sent as an email attachment to your Viterbo Advisor –
 - Jim Bagniewski – jjbagniewski@viterbo.edu
Address - Viterbo University, 900 Viterbo Dr., La Crosse, WI 54601

B) **Discussion Questions for Mentor and Mentee**

- How can you support each other goals?
- What mentor/mentee relationship is going to work for both of you?
- The preparation of aspiring Director of Instruction has shifted with the adoption of the ISLLC standards from management and administration to learning and District improvement. With that in mind how can you work together to implement strategies for improving teaching and learning including putting programs and improvement efforts into action; developing a vision and establishing clear goals; providing direction in achieving stated goals; encouraging others to contribute to goal achievement; and securing commitment to a course of action from individuals and groups.

Examples of Mentor/Mentee Practicum Agreement:

- We commit to the following shared goals and processes:
 - To deliberately manage our relationship so that we both grow
 - To maintain open, honest, and consistent communication with one another.
 - To meet on a scheduled, bi-monthly basis for mentoring conversation based on the content of your assignment this semester and/or school
 - To meet on a weekly basis to review the mentees goals and professional growth in a conscious effort to expand the mentee range of knowledge and experiences.
- Mentee needs to keep up his/her journal
 - Sample format is included in appendix E

- Your job is to sit down with your mentor and agree on the activities that would be beneficial for you and the school. If this can be agreed on it would be a win-win. You would be learning something that would assist you in your course of study and it would assist the school.

6) Unique Possibilities

- If there is some project that your school is involved in and can be aligned, please don't hesitate to request a modification. If the project is a relatively significant in time, energy and effort and runs from the start of the year until the end this again could be a win-win.
 - Please write this up, with an indication of how the different standards are being met.

Viterbo University

Our Vision (who we want to become): A distinct program that promotes leadership and learning for today and tomorrow.

Our Mission (why we exist – our purpose): To provide adult learners with student-centered learning experiences in ethical practice that foster Franciscan values and 21st century skills

We at Viterbo University would like to first and foremost provide you with the best experiences possible in preparing you as an aspiring principal. If at any time we can assist your school/district with its goal of helping students learn along with the activity, we need to make sure they match up.

Viterbo University
Department of Educational Leadership

Practicum Site Agreement

At all sites, the student receives individual supervision from a qualified professional who (a) has a current Director of Instruction endorsement/license and (b) agrees to coordinate, manage, and/or administrate the student's professional preparation activities at the site. This person is referred to as the Local District Mentor (LDM). Individual Mentoring involves an average of one hour per week of one to one supervision between the student and the LDM, and is provided in addition to the student's practicum related activities as outlined in the practicum prospectus.

Student: _____ Course: **EDUC 792 Director of Instruction Practicum**

Email Address _____ Phone# _____

Local District Mentor (LDM) Name: _____

Email Address of LDM _____ Phone# _____

Name and Address of Mentoring Main Site: _____

Address _____

City _____ State _____ Zip _____

Authorization: Your signature below indicates authorization for the student identified above to participate in an educational leadership practicum at your site as well as your commitment to serve as the Local District Mentor for that student.

Director of Instruction Signature: _____ Date: _____

Student's Signature: _____ Date: _____

Viterbo Advisor Signature: _____ Date: _____

This form is to be completed, signed by the You (the student), your mentor and your Viterbo supervisor

Send to
Jim Bagniewski
Viterbo University
900 Viterbo Dr.
La Crosse, WI 54601

Viterbo University
Department of Educational Leadership
Practicum Application Form

Complete this form and return it to:

Student: _____ Date: _____

Home Address: _____

City State Zip

Phone: _____(H) Email: _____

_____ (W)

Practicum Course Number and Abbreviation: **EDUC 792**

Please type or print the complete name(s) of the site(s) to which you want to apply for this practicum.

1. Site Name: _____

Address: _____

City State Zip

2. Site Name: _____

Address: _____

City State Zip

Appendix C

Viterbo University
Mentor Resume

Note: If a Mentor has a resume, a copy of such may substitute for this form.

Personal Data

Name _____

Title _____

School Address _____

City

State

Zip

Phone _____

Email _____

Education

College/University

Grad. Year

Degree

Licenses

License

Issuing State

Expiration

Teaching, Mentoring, Administrative Experience

Position

School

Years

Appendix D

Practicum Activity List for Director of Instruction

Name _____ Mentor _____ Date _____

Below is a list of activities; under each of the seven Wisconsin Administrative Standards (WAS). You and your local building mentor (LBM) are to select the indicated number of activities under each standard. There are a total of 200 hours required with some (at least 20 hours) at another level. The difference between this practicum and the principal practicum is that these activities are district wide activities and many times PK-12.

Once you have agreed on the activities for each standard, and your LBM has signed (initials) off, please make a copy and send this document along with the other forms to your advisor at Viterbo University.

WAS 1 – The Ten Teaching Standards • Must choose at least two activities and a minimum of 20 hours	√ the activities	Local Mentor initials	Time Frame – Dates i.e. (Weekly – July – Oct. or twice a month)	Number of Approximate Hours Total for this activity	Level H.S., M.S., Elemen, Dist
1. Work on a District or School Curriculum Committee					
2. Work on a District committee dealing on Assessments (Common Assessment)					
3. Become involved on a committee dealing with instructional strategies / Best Practice					
4. Become a mentor to a teacher new to your school					
5. Become involved in a book study with colleagues dealing with a component of teaching – curriculum, instruction and assessment					
6. Lead a textbook adoption					
7. Work on implementation of RTI in your district					
8. Investigate 4 – year programming – developmental appropriate instruction					
9. Assist in curriculum development of differentiated curriculum					
10. Activities unique to your district and is not listed above					

Total Approximate Hours _____

Local Building Mentor Notes – as the activities are completed

WAS 2 – The Vision of Learning <ul style="list-style-type: none"> Must choose at least two activities and minimum of 20 hours 	√ the activities	Local Mentor initials	Time Frame – Dates i.e. (Weekly – July – Oct. or twice a month)	Number of Approximate Hours Total for this activity	Level H.S., M.S., Elemen, Dist
1. Curriculum Director for a Day or shadow the curriculum director on the job					
2. Analyze District Testing Data to Improve Instruction across the district					
3. Redefine the Mission/Vision of the District					
4. Become a member of the district continuous improvement committee					
5. Assist in setting benchmark goals for the district aligned to the mission					
6. Organize, Facilitate Data Analysis & Plan District Staff Development					
7. Evaluate present Vision/Mission etc. and propose a process to modify, if needed					
8. Conduct a needs assessment for the district					
9. Identify and address barriers to accomplish the vision					
10. Assist with the development of assessment instruments to ascertain district attainment and/or growth toward goals/benchmarks					
11. Assist in the preparation of the District Report Card					
12. Make a presentation to the BOE on curriculum updates or assessment changes					
13. Other activities unique to the school/district					

Total Approximate Hours _____

Local Building Mentor Notes – as the activities are completed

WAS 3- The Culture of Teaching and Learning <ul style="list-style-type: none"> Must choose at least two activities and minimum of 20 hours 	√ the activities	Local Mentor initials	Time Frame – Dates i.e. (Weekly July – Oct. or twice a month)	Number of Approximate Hours Total for this activity	Level H.S., M.S., Elemen, Dist
1. Present to the district staff the concept of UDL					
2. Create a New Program for Teachers, Staff, or Students – i.e. PLC					
3. Plan a District -Sanctioned Event					
4. Analyze Attendance Rate and Create an Improvement Plan for the District					
5. Review the district plan and implementation of RTI					
6. Attend a Professional Conference					
7. Suggest Effective Teaching Strategies					
8. Train Teachers to Use a Computer Program					
9. Plan Educational Programs for Exceptional and Diverse Students					
10 Colleague Sharing Session of Best Practices					
11. Investigate root causes affecting student achievement level for the district					
12. Serve on a committee dealing with school RTI tier activities (Collaborate to Identify and Assess “At-Risk” Students’ Needs)					
13. Help the district develop a sense of collective efficacy					
14. Prepare School Reports for School Board /Central Office/State DOE					
15. Arrange the opening and /or closing of school from a district perspective					
16. Assist with the development of summer school courses					
17. Help teachers at different levels gain insights into the collection & use of data					
18. Assist the district with its implementation of cultural proficiency					
19. Develop, modify or enhance after school academic programming					

20. Other activities unique to your school/district					
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Total Approximate Hours _____

Local Building Mentor Notes – as the activities are completed

WAS 4 – The Management of Learning Standard <ul style="list-style-type: none"> • Must choose - #7 and #9 and two other activities • Must have a minimum of 30 hours 	√ the activities	Local Mentor initials	Time Frame – Dates i.e. (Weekly – July – Oct. or twice a month)	Number of Approximate Hours Total for this activity	Level H.S., M.S., Elemen, Dist
1. Monitor attendance and truancy process and the H.S., M.S. & Elem					
2. Be Accountable for and Distribute Standardized Testing Materials					
3. Assist the District with its implementation of PBIS (State Behavior Plan)					
5. Assist with the district staff plan					
6. Conduct a curriculum committee meeting					
7. Ensure that all teachers have appropriate curriculum guides	Required				
8. Understand the process for managing textbooks Ordering/Inventory					
9. Assist in District Budget Preparation or gain insight into the process	Required				
10. Participate in the hiring/selection process					
11. Supervise/Chaperone after school learning					
12. Conduct a Safety Audit for the district					
13. Oversee Building Maintenance					
14. Arrange Bus Transportation for Special School Event					
15. Assist with student recognition program, graduation, or some other program					

16. Input Data Information into Computer Program – Become familiar with the district software program for storing data					
17. Complete a New Teacher Observation					
18. Review, update District Policy Handbook – MSDS or Pets in the Classroom -					
19. Find Funding Sources for a special program					
20. Understanding the Title I budgeting and distribution					
21. Develop Proactive Strategies for Intense Student Academic Support (Intervention)					
22. Follow and understand the process for ordering materials – new language arts materials for M.S. students etc.					
23. Review and analyze school transportation policy					
24. Other activity unique to school/district					

Total Approximate Hours _____

Local Building Mentor Notes – as the activities are completed

WAS 5 – Relations with the Broader Community <ul style="list-style-type: none"> Must choose 2 activities and a minimum of 20 hours 	√ the activities	Local Mentor initials	Time Frame – Dates i.e. (Weekly – July – Oct. or twice a month)	Number of Approximate Hours Total for this activity	Level H.S., M.S., Elemen, Dist
1. Develop a Program for District-community Relations					
2. Work with Parent, Teacher, Student Association (PTSA) for “Activity –a-Month” Event, Booster Club					
3. Involve Family, Business, and/or Community in District-wide Project					
4. Prepare a News Release for a District program					
5. Oversee Volunteer – Hours/Placements					
6. Plan and conduct a district fund-raising event					

7. Contact or Assess Community Resources to Provide Family/Student Enrichment					
8. Review and/or establish family, community, business, institutional, and/or civic partnership					
9. Assess academic/career guidance and decision-making					
10. Write a bulletin and /or newsletter for parents and community/ update – modify District website for general public					
11. Answer telephones and meet guests in the district office					
12.. Survey community to elicit recommendations					
13. Develop a proposal for improving parent involvement					
14. Develop a orientation videotape/streaming video and/or typed brochure for parents and visitors					
15. Assist with the development of a Parent Curriculum Guide					
16. Present the school program to a community service organization					

Total Approximate Hours _____

Local Building Mentor Notes – as the activities are completed

WAS 6 Integrity, Fairness and Ethics	√ the activities	Local Mentor initials	Time Frame –Dates i.e. (Weekly – July – Oct. or twice a month)	Number of Approximate Hours Total for this activity	Level H.S., M.S., Elemen, Dist
<ul style="list-style-type: none"> • Must choose a minimum of two activities and a minimum of 20 hours • #5 is require unless you have extensive experience with that process 					
1. Review –analyze the heritage and values of diversity in the school programs					
2. Review – analyze district “Core Values”					
3. Approve Faculty/Staff Leave – know process					
4. Review the process for appeals/expulsion hearing					
5. Analyze district for Disproportionality with any subgroup in the district					
6. Review Staff Dismissal Procedures					

7. Review legal and ethical use of technology policy					
8. Review confidentiality of student records policy					
9. Analyze equity – equality progress in your school/district					
10. Evaluate a planned holiday program for offensiveness and /or constitutionality					
11.. Audit the ethical standards in your administrative platform, district handbook, or board policy manual					
12. Plan District –Wide Cultural /Educational Celebration					
13. Review sub groups performances on WKCE and reflect					
14. Review District Book challenge policy					
15. Other activity unique to your school/district					

Total Approximate Hours _____

Local Building Mentor Notes – as the activities are completed

WAS 7 – The Political, Economic, Legal and Cultural Context <ul style="list-style-type: none"> • Must choose a minimum of 2 activities and a minimum 12 hours 	√ the activities	Local Mentor initials	Time Frame –Dates i.e. (Weekly – July – Oct. or twice a month)	Number of Approximate Hours Total for this activity	Level H.S., M.S., Elemen, Dist
1. Actively participate in professional contract negotiations					
2. Identify, Assess, and Address District Social Factors Affecting the School					
3. Evaluate School Programs for Political, Cultural, Economic and legal Correctness					
4. Influence Public Policy to Support Student Success – Letter to legislators etc.					
4. Review/Develop/Apply Anti-Harassment Policy and Strategies					
5. Study and Implement District-Wide Policies on School Issues					
6. Work to Influence Policy for Student Achievement					

7. Submit an article for publication in school newsletter and/or local paper					
8. Actively participate in professional, political, or cultural organization					
9. Join and/or become familiar with some professional organization					
10. Review your district media contact policy					
11. Review test security policy					
12. Assist with implementation of a new curriculum by meeting with civic and/or parent groups					
12. Other activity unique to your school/district					

Total Approximate Hours _____

Local Building Mentor Notes – as the activities are completed

Total Hours for Standard 1 + Standard 2 + Standard 3 + Standard 4 + Standard 5 + Standard 6 + Standard 7 = 200 minimum

1) _____ + 2) _____ + 3) _____ + 4) _____ + 5) _____ + 6) _____ + 7) _____ = _____

Viterbo University

Department of Educational Leadership

Local Practicum Supervisor's Mid-Practicum Evaluation

To the Local Practicum Supervisor:

The Viterbo Department of Educational Leadership faculty is grateful for your willingness to serve as the Local Practicum Supervisor for the student identified below. You are playing a vital role in her/his personal and professional development, and we thank you. We ask that you help us monitor this student's performance at your site by providing us with summary comments about the student's work to this point in the academic term.

Please return this form to the Practicum Supervising Instructor:

La Crosse – Jim Bagniewski

Again, thank you for your work on this student's behalf!

Semester and Year: Fall _____

Student: _____ Site Host: _____

Site: _____

Use the following rating scale:

- 1= Unsatisfactory
- 2= Below Expectations for training level
- 3= Satisfactory; meets expectations for training level
- 4= Above Expectations for training level
- 5= Outstanding
- NA= Insufficient Contact to Judge

- | | |
|--|--|
| _____ Development of professional skills | _____ Open to feedback on professional performance |
| _____ Cooperation with supervisor | _____ Open to feedback on personal performance/behavior |
| _____ Adherence to policies and procedures | _____ General adaptation to work setting |
| _____ Timeliness in completing required work | _____ General professional functioning and effectiveness |
| _____ Fulfillment of duties outlined in Prospectus | _____ Shows evidence of being a reflective practitioner |

Additional Comments

Mid-Practicum Grade: A _____ AB _____ B _____ BC _____ C _____ D _____ F _____

Local Practicum Supervisor's Signature: _____ Date: _____

Viterbo University

Department of Educational Leadership

Local Practicum Supervisor's End of Practicum Evaluation

Dec 12, 2010

Semester and Year: Fall _____ Spring _____

Student: _____

Local Practicum Supervisor: _____

Site: _____

Information from you helps the Viterbo faculty determine the appropriate grade for the student identified and to plan future practicum experiences for this student. Please return this completed form to the appropriate Viterbo Supervising Instructor: Jim Bagniewski – Viterbo University, 900 Viterbo Dr., La Crosse, WI 54601

Directions: Please indicate your judgment of the above named student's performance in his/her practicum by rating him/her on the items below. Place the number, which best represents, your evaluation on the line to the left of the item on which the student is being evaluated.

Use the following rating scale:

- 1= Unsatisfactory
2= Below Expectations for training level
3= Satisfactory; meets expectations for training level
4= Above Expectations for training level
5= Outstanding
NA= Insufficient Contact to Judge

- Development of professional skills
Cooperation with supervisor
Adherence to polices and procedures
Timeliness in completing required work
Fulfillment of duties outlined in Prospectus
Open to feedback on professional performance
Open to feedback on personal performance/behavior
General adaptation to work setting
General professional functioning and effectiveness
Shows evidence of being a reflective practitioner

Additional Comments:

Recommended Grade: ___ A ___ AB ___ B ___ BC ___ C ___ D ___ F

Local Practicum Supervisor's Signature: _____ Date: _____

Rubric for Scoring Summative/Capstone Portfolio

In order:

- For expectations to be met – Bulleted points must be addressed as indicated by the guidelines given in the column “Met Expectations”.
- To meet licensure requirements, each standard must have Expectations met – students can if needed re-write any and all standards that were deficient

Students:

- Must submit an electronic copy for Viterbo University Files & a hard copy for evaluation and notes
- Each standard should be address in a 3 to 4 page document
 - Each point must be supported with appropriate reflection – the reflection should answer question pose by each standard which is written in the column to the left, the middle column contains sub points which need to be included in the paper.

Standards & Sub Pts.	Met Expectations – Proficient	Expectations Not Met / Not Proficient
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<p>WAS 1 – Teaching Standard – Know: What affects student learning from the school, teacher and classroom environment from a Director of Instruction point of view?</p>	<p>Candidate demonstrates:</p> <p><u>Curriculum</u></p> <ul style="list-style-type: none"> • insight & knowledge of subject area standards (state & national) – Common Core Standards <p><u>Instruction</u></p> <ul style="list-style-type: none"> • knowledge of research based age appropriate instructional strategies especially differentiated instruction • Insight and knowledge of the work of Charlotte Danielson – Enhancing Student Achievement and Marzano – Classroom Instruction that works &/or What Works in Schools <p><u>Assessment – Formative & Summative</u></p> <ul style="list-style-type: none"> • knowledge of discipline specific formative and summative assessments 	<p>Candidate does not address the topic either in enough depth or comprehension.</p>
<p>WAS 2 – Vision of Learning What is your vision of learning from an Instructional, Instruction and Assessment point of view as a Director of Instruction?</p>	<p><u>District Vision on Student Learning</u></p> <ul style="list-style-type: none"> • Research, evaluate, analyze the alignment of the District Vision/Mission with their Yearly Report (Data Retreat) <p><u>District Alignment</u></p> <ul style="list-style-type: none"> • Assist in the alignment of the District Administrators working together to improve student learning – are district goals/benchmarks in place and aligned • Reflect on the district efforts to appropriate collect and use data to achieve district goals <p><u>District History</u></p> <ul style="list-style-type: none"> • Is the district making progress over the years in terms of graduation rates, achievement rates on standardized test, meeting more of the needs of all students • What are or should be the district’s long range goals and make a proposal of how they could attain these goals. 	<p>Candidate does not address the topic either in enough depth or comprehension.</p>

<p>WAS 3 – The Culture of Teaching & Learning</p> <p>What would you do to improve the culture of teaching and learning in a district in which you were the Director of Instruction?</p>	<p><u>Equitable Practices Versus Equal Practices – assist with meeting the needs of all students in the district</u></p> <ul style="list-style-type: none"> • Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students. <p><u>Candidate demonstrates insight into “Deficit Ideology” and its implications to instruction versus “funds of knowledge”</u></p> <ul style="list-style-type: none"> • Instruction at all levels understands and is moving toward teaching to student’s assets, (their strengths). <p><u>Universal Design of Learning</u></p> <ul style="list-style-type: none"> • Assistive technology is available and all students are provided an education which is barrier free for learning as buildings are from physical barriers <p><u>Staff Development is a life-long pursuit for staff</u></p> <ul style="list-style-type: none"> • Staff development is ongoing and is developed based on the needs of the staff and students 	<p>Candidate does not address the topic either in enough depth or comprehension.</p>
<p>WAS 4 – The Management of Learning</p> <p>What are the management duties involved in the duties of a Director of Instruction?</p>	<p><u>Budget</u></p> <ul style="list-style-type: none"> • Candidates understands budgeting processes and procedures using district funds, Title funds and grants <p><u>Course Materials</u></p> <ul style="list-style-type: none"> • Candidate works with, and understands how to requisition equipment and/or course materials, monitors inventory and purchase items as needed <p><u>Curriculum Revisions, Updates and copies of</u></p> <ul style="list-style-type: none"> • Candidate has knowledge of the curriculum cycle, when updates occur and how teachers have access to them • Candidate knows the process to ensure all staff know what the curriculum is and follow it contents <p><u>Lab Safety</u></p> <ul style="list-style-type: none"> • Candidate knows the importance of having teachers aware of safety procedures from things like “Pets in the classroom to MSDS forms, etc. 	<p>Candidate does not address the topic either in enough depth or comprehension.</p>
<p>WAS 5 – Relationships with the Broader Community to Foster Learning</p> <p>How and what would you do to involved the school community in business of instruction, curriculum writing and assessment to assist you as the Director of Instruction?</p>	<p><u>Parents & Community</u></p> <ul style="list-style-type: none"> • Candidates demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning. <p><u>Updates on Educational Policy and Trends</u></p> <ul style="list-style-type: none"> • Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members. <p><u>Community Changing Demographics</u></p> <ul style="list-style-type: none"> • Candidates are aware of, are knowledgeable of changes in the community and District’s need to accommodate a changing population <p><u>Community Involvement</u></p> <ul style="list-style-type: none"> • Candidates establishes a working relation with community agencies and civic organization to enhance the vision/mission of all. 	<p>Candidate does not address the topic either in enough depth or comprehension.</p>
<p>WAS 6 – Integrity, Fairness, and Ethics in Learning</p> <p>Explain how you would</p>	<p><u>Confidentiality</u></p> <ul style="list-style-type: none"> • Candidate demonstrates a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. 	<p>Candidate does not address the topic either in enough depth or</p>

<p>maintain a fairness, ethic and integrity in your position as a Director of Instruction.</p>	<p><u>Social Justice</u></p> <ul style="list-style-type: none"> • Candidates demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. <p><u>Decision Making</u></p> <ul style="list-style-type: none"> • Candidates understand the importance of transparency and building consensus when and where possible • Decision when possible should be made based on the “Common Good, “Greatest Good” or the “Universal Rights of people” 	<p>comprehension.</p>
<p>WAS 7 – The Political, Social, Economic, Legal, & Cultural Context of Learning How would you maintain a political contention, maintain a positive relationship with the local media, stay current on legal policies & issues and stay abreast of community needs and wants as a Director of Instruction?</p>	<p><u>Professional Organizations</u></p> <ul style="list-style-type: none"> • Candidates understand the concept of life-long learning and the importance of working with, learning from and the importance of “networking” <p><u>Legal Principles</u></p> <ul style="list-style-type: none"> • Candidates know the legal implications of schooling and/or know where to obtain advice before mistakes are made • Candidates demonstrate and understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district and how to communicate these to all segments of the district community <p><u>Political Implications</u></p> <ul style="list-style-type: none"> • Candidates can explain the system for financing public schools and its effect on the equitable distribution of educational opportunities within the district. • Candidates demonstrate the ability of work with political leaders at the local, state, and national level and advocate for policies and programs that promote equitable learning opportunities for all. 	<p>Candidate does not address the topic either in enough depth or comprehension.</p>

WI Standard 4 – Management of Learning

- Number and Quality of Activities
- Summary of Activities dealing with budgeting, scheduling, safety (crisis – science labs – chemicals) hiring, format, technology, evaluations, district reports, etc.
- Reflection of what you learned and what if anything you would change as a Director of Instruction

S4b) HD SD LD ND

Reflection Comment

WI Standard 5 – Relationships with the Broader Community to Foster Learning

- Number and Quality of Activities
- Summary of Activities dealing with parents, business, civic organizations, media, advisory groups, and/or professional services
- Reflection of what you learned and what if anything you would change as a Director of Instruction

S5a) HD SD LD ND

Reflection Comment

WI Standard 6 – Integrity, Fairness, and Ethics in Learning

- Number and Quality of Activities
- Summary of Activities dealing with decision making processes, confidentiality, ethics, diversity, equity, cultural proficiency etc.
- Reflection of what you learned and what if anything you would change as a Director of Instruction

S6a) HD SD LD ND

Reflection Comment

WI Standard 7 – The Political, Social, Economic, Legal, and Cultural Context of Learning

- Number and Quality of Activities
- Summary of Activities dealing with political contacts, legal interpretations and situations, board of education, professional organizations, civic organizations, future district needs etc.
- Reflection of what you learned and what if anything you would change as a Director of Instruction

S7b)

HD

SD

LD

ND

Reflection Comment

General Writing Expectations

- Mechanics (grammar, spelling, syntax)
- Contents
- Design
- Organization

	4	3	2	0
Totals Points	<hr/>			