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ECPEL 894: Supervisory Practicum

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Division of Education

Department of Educational and Community Programs Graduate Program in Education Leadership Queens College, City University of New York

ECPEL 894: Supervisory Practicum

Spring 2021

4:30 PM-6:45 PM

7:15 PM-:05 PM

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Office hours: 4:00pm –4:30pm
6:30pm – 7:00pm

- **COURSE DESCRIPTION**

Practicum: A school or college course, especially one in a specialized field of study that is designed to give candidates supervised practical application of previously studied theory.

The purpose of this course is to prepare candidates for the 21st Century Schools so that they can meet the cognitive, affective and academic needs of the students. The course requires candidates to document through personal and work experiences the application of theory to practice using the professional standards for education leaders as reference. Additionally, this course is designed to give candidates who have not acquired the various skills mentioned above the opportunity to practice and reflect on them. Students are required to engage and document e.g., visioning exercise, curriculum design, observation cycle, co-teaching, professional development, technology planning etc. The class activities and assignments are designed to further the candidates understanding of teaching, learning, and leading 21st Century schools.

This course is aligned with the Core Values of the School of Education promoting **Equity**, **Excellence**, and **Ethics** in urban schools and communities. More specifically, the School of Education is committed to preparing teachers and other school professionals to : a) build inclusive communities that nurture and challenge all learners; b) demonstrate professionalism, scholarship, efficacy, evidence-based practice and reflection and; c) value diversity, democracy, and social justice.

Conceptual Framework: Queens College Principles for Educator Preparation (QC-7)

Education Unit Conceptual Framework:

This course is being offered by the Department of Educational and Community Programs which is part of the School of Education at Queens College. The School of Education seeks to promote equity, excellence, and ethics in urban education and is committed to preparing teachers and education professionals who will:

- Build inclusive communities that nurture and challenge all learners (Equity)
- Demonstrate professionalism, scholarship, efficacy, and evidence-based and reflective practices(Excellence)
- Diversity, democracy, and social justice (Ethics)

This course is aligned with the School of Education's commitment to prepare education professionals to work in diverse urban and suburban communities. Specifically, the knowledge, skills, and dispositions that candidates will develop/demonstrate upon successful completion of this course are directly linked to the School of Education seven principles: 1) discipline specific competencies; 2) learning and development; 3) families and urban communities; 4) diversity, inclusion, democracy and social justice; 5) language and literacy; 6) curriculum, instruction, and assessment and; 7) technology.

The School of Education uses Chalk and Wire as an electronic portfolio and assessment system. When candidates are admitted to one of the undergraduate or graduate programs in the School of Education, they will be required to register for a Chalk and Wire ePortfolio subscription to submit their assignments as directed until graduation. Faculty will assess all key program assignments submitted by candidates in Chalk and Wire. Designated course work will be assessed for professional knowledge and skills through key program courses. The electronic portfolio system is not used to assess for grading purposes. Chalk & Wire is also the integrated edTPA platform provider system used at Queens College.

Your Chalk and Wire ePortfolio helps you collect, organize, and reflect on your academic work. It can contain files, images, and multimedia that document your academic progress, enriching your learning, sharpening your technological skills, and preparing you for certification. You can also share your professional ePortfolio with colleagues, and potential employers. A professional look and feel make the Chalk and Wire ePortfolio a great tool to use when searching for internships, employments and graduate schools.

Do NOT register for a Chalk and Wire subscription until you are specifically asked to do so by your instructor.

● **COURSE LEARNING GOALS & OBJECTIVES**

Upon completion of this course, a candidate should be able to document his or her experience with several of various professional standards outlined in the [Professional Standards for Educational Leaders](#) developed by the National Policy Board for Educational Administration including:

- Mission, vision and philosophy (or core values);
- Ethics and professional norms;
- Equity and cultural responsiveness;
- Curriculum, instruction, and assessment;
- Community of care and support for students;
- Professional capacity of school personnel;
- Professional community for teachers and staff;
- Meaningful engagement of families and n community;
- Operations and management;
- School improvement.

● **READINGS**

Oleszewski, A., Shoho, A., & Barnett, B. (2012). The development of assistant principals: A literature review. *Journal of Educational Administration*. 50 (3), 264-286.

Sullivan, S., & Glanz, J. (2013). *Supervision That Improves Teaching: Strategies and Techniques*. 4th edition. Thousand Oaks: Corwin.

Drago-Severson, E. (2009). *Leading Adult Learning: Supporting Adult Development in Our Schools*. Thousand Oaks: Corwin.

● **COURSE OUTLINE and SCHEDULE**

Week	Agenda
Session 1- February 2	Course Introduction & Overview
Session 2- February 9	Fieldwork (Face2Face or virtual): Portfolio Development Individual consultations

Session 3- February 16	Fieldwork (Face2Face or virtual): Portfolio Development Individual consultations
Session 4- February 23	CLASS-Feedback from the field
Session 5- March 2	Fieldwork (Face2Face or virtual): Portfolio Development Individual consultations
Session 6- March 9	Fieldwork (Face2Face or virtual): Portfolio Development Individual consultations
Session 7- March 16	CLASS-Feedback from the field
Session 8- March 23	Fieldwork (Face2Face or virtual): Portfolio Development Individual consultations
March 27 to March 31 Spring Recess Queens College Closed	
Session 9 – April 6	Fieldwork (Face2Face or virtual): Portfolio Development Individual consultations
Session 10- April 13	Fieldwork (Face2Face or virtual): Portfolio Development Individual consultations
Session 11- April 20	CLASS-Feedback from the field
Session 12 April 27	Fieldwork (Face2Face or virtual): Portfolio Development Individual consultations
Session 13- May 4	CLASS-Presentations
Session 14 May 11	CLASS-Presentations
Session 15 May 18	CLASS- WRAP UP

Course Evaluations are available to candidates online at:
<http://courses.qc.cuny.edu/>

Attendance Policy: You will spend most of the time doing fieldwork. We will virtually meet as a class on the following dates; **February 2, February 23, March 16, April 20, May 4, 11 and 18.** Attendance is mandatory for those sessions. Please be on time. If you have to miss a class, please inform me in advance. The rest of the time I will schedule individual consultations designed to check your progress and to address some of the issues you might encounter during fieldwork. It is also an opportunity for you to ask your question. These consultations will take place monthly.

- **ASSIGNMENTS, DUE DATES AND GRADING PLAN**

Class Participation (20%).

Participation in class means: sharing your thoughts, asking questions, volunteering, responding to and learning from your classmates, adding different perspectives on the reading.

Fieldwork Portfolio (50%).

Download the [Professional Standards for Education Leaders](#) There are ten. Use each standard as a section of your portfolio. Document whatever experience you had with that standard. For example, have you participated in a visioning exercise in your school meaning how to develop a school vision. Document how did you or the speaker proceed to help develop the vision. Feel free to include artifacts in your portfolio to support your explanation. If you were assigned administrative tasks in schools; describe concretely what you did. If you conducted a professional development session document explain how did you go about it and what feedback did you receive etc.

Do this for each professional standard for education leaders. If you lack the experience with one of the standards, substitute your response with an interview or a conversation with someone who has done it.

Upon completion of your portfolio, reflect on your overall experience and rate yourself on a this continuum:

Low proficiency-----Average proficiency-----high proficiency

Final presentation (30%)

Final presentations include sharing your overall experience, reflections and most importantly, the impact of your experience with these standards on your practice.

- **CUNY POLICY ON ACADEMIC INTEGRITY**

The Policy on Academic Integrity, as adopted by the Board is available to all candidates. Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. This policy and others related to candidates' issues are available to you at: <http://qc.cuny.edu/?id=IUHC>

- **USE OF CANDIDATE WORK**

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of candidates' work are made available to those professionals conducting the review. Candidate anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

- **Reasonable Accommodations for Candidates with Disabilities**

Candidates with disabilities needing academic accommodation should: 1) register with and provide documentation to the Special Services Office, Frese Hall, Room 111; 2) bring a letter indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College candidates, contact: Special Service Office; Director, Miriam Detres-Hickey, Frese Hall, Room 111; 718-997-5870 (Monday – Thursday 8:00 a.m. to 5:00 p.m. & Friday 8:00 a.m. to 4 p.m.).