

**MSOE MBA EL Clinical Practice Guidelines
2023-2025
Cohort 15**



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CLINICAL PRACTICE OVERVIEW

An important element of your education leadership program is practical application of the knowledge, skills, and dispositions you are working on through coursework and classroom discussions. There are two main elements to the Clinical Practice portion of the MBAEL program:

- 1) You will work in your school setting to learn, apply and gain experience with the eleven **Wisconsin Administrative Standards**. You will do this under the supervision of a site supervisor (generally your school principal or building administrator) and an assigned university supervisor who will also serve as your coach throughout the program. Your site supervisor must hold a WI Principal's license, must have three years' experience as a school principal, and must have been principal in the building you are doing your clinical practice in for at least one year.

You will be evaluated on your understanding and experience with the WI Administrator standards three times in a 24- month period, with a goal of becoming *Proficient* in the standards so you can apply for your school principal's license. Reflections and artifacts related to each of the standards will be developed throughout the program and will ultimately be a part of your final program portfolio.

- 2) You will implement a school-wide **project based on the business principles and practices** that you learn in your coursework. Ideally this project will be directly related to your school improvement plan or annual school goals.

You will work with your school site supervisor, faculty members, and university supervisor to identify a project at your school site that could benefit your focused attention, ideally associated with your existing school improvement plan or annual school goals. You will serve as the "project manager" for this initiative. In that role you will identify the problem being addressed by your project and you will apply your course learning to plan for, develop, implement, and evaluate project outcomes. You will provide project updates 3 times throughout the 24-month program during the site visits or scheduled virtual meetings to evaluate your progress on meeting the WI Administrator Standards. You will also present your project as a culminating event at the end of the program and include a summary of it in your final portfolio.

Below are additional details about the Clinical Practice elements of this program. **Please refer to this document in advance of each Evaluation/Phase Gate Meeting to help you stay on track.**

EVALUATION/PHASE GATE MEETING SCHEDULE

Students will meet with their university supervisor and clinical site supervisor at regular intervals throughout the program to evaluate their progress on meeting the WI Administrator Standards. This is also an opportunity to bring stakeholders up to date on the progress of their project (referred to as a phase gate), and to ask for needed support or clarification. Students and coaches will share the responsibility for arranging meeting details and inviting the clinical supervisor in conjunction with assigned university supervisor.

Evaluation/Phase Gate Meetings: *See appendix

EVALUATION/PHASE GATE MEETINGS EXPECTATIONS

ORIENTATION MEETING

During the first on-site or virtual meeting (Orientation) the university supervisor will go over the clinical practice expectations and answer any questions or concerns about the process. The role of the site supervisor will be discussed, and the Clinical Evaluation document will be reviewed.

- You will be asked to develop a Clinical Practice Plan in consultation with your clinical site supervisor outlining the experiences you plan to get over the course of the year to assure you meet the WI Administrator Standards. This plan will be finalized in the WI Admin Standards Evaluation 1 meeting and will be uploaded to your portfolio.
- There will be a brief discussion of the WI Administrative Standards reflection papers that are due at each of the evaluation meetings. You will complete four reflections based on your experiences with each standard. [The standards are aligned with the RSOB program outcomes.](#) Your first reflection will be due at phasegate 1.
- There will be a preliminary discussion about the site-based project you plan to pursue throughout the year. This project ideally is aligned with your school improvement plan and/or annual school goals and is of interest to you. Your clinical site supervisor, university supervisor and you must agree on the project you will pursue while in the program. You will apply course learning while carrying out the project, provide project updates at each evaluation/phase gate* meeting, and your project will be a part of your final presentation/portfolio for graduation. *The phase gate terminology is taken directly from your project management course and is in reference to carrying out your project by applying business principles and practices learned in your coursework.

EVALUATION/PHASE GATE 1 MEETING STRUCTURE

PART 1:

The student will facilitate the first portion of this meeting by sharing their draft **Clinical Practice Plan** as well their preliminary **Project Plan**. This portion of the meeting will take 30 – 40 minutes.

- The **Clinical Practice Plan** should be presented using the template provided; copies should be made available at least one week in advance of the meeting to the site supervisor and university supervisor. Google Docs is a good way to share this plan.

- The student will present their preliminary **Project Plan**, including the project *Charter* and the initial *scope document* as developed in the Project Management class, in a power point presentation.
- Both of these will be reviewed and revised as appropriate based on input from the site supervisor and university supervisor.

Clinical Practice Plan:

- Provide copies of the proposed plan (see template in Appendix) for meeting attendees.
- What school leadership experiences have you had since we last met related to the WI Administrator standards? Are they documented on your evaluation form?
- What school leadership experiences would be helpful to add to your Clinical Practice Plan (if any) at this time?
- Are there any other changes that should be made to the plan based on current circumstances?
- What are your specific goals in terms of gaining experience in the WI Administrator Standards before your next Evaluation/Phase Gate meeting?

Project Plan Power Point:

- What are the 2-3 top priorities for your project and what strategies have you identified for addressing them using root cause analysis?
- What are the compelling business and or educational reasons behind this project?
- A short power point presentation (15 m) or an outline of key presentation elements to be discussed should be prepared for these meetings.
- Any additional team members should be confirmed and a site steering committee (if applicable) should be identified at this meeting.
- Ideally, project team members are invited to be a part of this portion of the meeting.

PART 2:

The second portion of the meeting will be facilitated by the university supervisor and will focus on evaluating progress on the **WI Administrator Standards**. This portion of the meeting will take 20-30 minutes assuming evidence for meeting the standards is added in advance.

- The student and site supervisor are asked to note evidence for meeting each of the standards that was gained since the previous meeting. The completed document should be made available to the university supervisor at least 48 hours in advance of the on-site meeting.
- The evaluation document is ideally set up as a Google doc to be shared between the student, site supervisor, and university supervisor at each evaluation meeting. It is essentially a “living document” that is added to at each of the four evaluation meetings.
- For each Evaluation/Phase Gate meetings the Site Supervisor in collaboration with the MSOE Supervisor will determine the final rating to be assigned based on evidence provided.
- This portion of the meeting will include evidence of carrying out the Clinical Practice Plan, which will directly impact the ratings given for each of the WI Administrator Standards.
- The student is to be observed carrying out leadership responsibilities at least two times by their site supervisor and at least two times by their university supervisor during their clinical practice

followed by coaching conversations with the student. An observation form can be found in the Appendix of this document for that purpose. These observations can also serve as evidence on the WI Administrator Standards Evaluation document.

EVALUATION/PHASE GATE 2 and 3 MEETING STRUCTURE:

The meeting structure is the same as above; Part 1 is the student presentation portion using the questions listed below as content guidelines. Part 2 is the evaluation portion using the WI Administrator Standards document. The questions addressed in Evaluation/Phase Gates 2 and 3 are different than those addressed in Evaluation/Phase Gate 1.

Clinical Practice Plan:

- What school leadership experiences have you had since we last met related to the WI Administrator standards? Are they documented on your evaluation form?
- What school leadership experiences would be helpful to add to your Clinical Practice Plan (if any) at this time?
- Are there any other changes that should be made to the plan based on current circumstances?
- What are your specific goals in terms of gaining experience in the WI Administrator Standards before your next Evaluation/Phase Gate meeting?
- Is there an observation opportunity before the next evaluation meeting?

Project Plan:

Present the **updated documentation** which “tells the story” of your project. Make any necessary updates to the document to reflect progress and/or changes to the project. (Highlight the updates on the document or use a different ink color to track changes made).

The following should also be addressed in the presentation or/and during the discussion at the meeting:

- What's working well so far? What might you do differently?
- What adjustments, if any, have you made?
- What data have you compiled or used thus far? Is there other data to be collected?
- How have you engaged stakeholders in the project planning/implementation?
- What risks do you see moving forward?
- In what ways have you been able to apply class learning to the project?
- What do you need to do between now and the next Evaluation/Phase Gate meeting (or Final Presentation) to move the project forward?
- What do you need from your site supervisor and/or your university supervisor to be successful?

STUDENT DELIVERABLES: PHASE GATES 1 THROUGH 3

Students will post all deliverables to Canvas (MSOE course management system) under the **Clinical Practice** course within 5 days of the completed Evaluation/Phase Gate meeting. **Each Evaluation/Phase Gate will be considered complete when Deliverables 1, 2, 3, 5, and 6 are posted.**

For Evaluation/Phase Gate 1 you will also post Deliverable 4 (project charter). For Evaluation/Phase Gates 2 and 3 you may also post Deliverable 7 (signed observations) if they have been completed during that evaluation period.

EVALUATION/PHASE GATE MEETING (Canvas) DELIVERABLES:

- 1) Clinical Practice Plan (Evaluation/Phase Gate 1 only)
- 2) Project Presentation (power point)
- 3) Signed WI Administrator Standards Evaluation Document
- 4) Project Charter (Evaluation/Phase Gate 1 only)
- 5) Project Determination Form
- 6) A3 or Updated A3
- 7) Reflections on each of the RSOB program outcomes aligned with the WI Administrator Standards
- 8) Clinical Practice Observation form (4 during course of the MBA EL program)
- 9) School Leader Shadow Form
- 10) School Visit Reflection Form
- 11) Professional Development Credits

Detail on Deliverables provided below:

1) Clinical Practice Plan

Students work with their site supervisor to identify experiences they could take part in to gain proficiency in the WI Administrator standards. Some possible experiences are outlined on pages 11-15 of these guidelines however other practice options may be available based on the building administrator's background and network. The university supervisor will serve in an advisory capacity. The template for the Clinical Practice Plan is in the Appendix of this document.

2) Project Presentation

Students prepare a short presentation (15minutes) to be shared with the team during the phase gate. Presentations should provide background on the project, updates on progress and details of how their MBA work is being applied.

At the meeting, identify further work that may be needed to improve the project and/or negotiate any changes or modifications before the next phase gate meeting. This should be agreed upon by the student, university supervisor and site supervisor/team and is ideally noted at the bottom of the Clinical Evaluation document that is submitted into the “**Clinical Project MBA Ed Leadership**” Canvas site along with all other documentation.

3) Signed WI Administrator Standards Evaluation Document

At each evaluation/phase gate meeting the WI Administrator standards document including all of the eleven standards will be completed citing evidence of experience in the standard and a rating for that evaluation period. *The administrator candidate and site supervisor are expected to complete this document independently in advance of each of the evaluation/phase gates*

For each Evaluation/Phase Gate meetings the Site Supervisor in collaboration with the MSOE Supervisor will determine the final rating to be assigned based on evidence provided. At each Evaluation/Phase Gate meeting the document will be signed by the student, the site supervisor, and the university supervisor. At each subsequent evaluation/phase gate meeting, the prior signed clinical evaluation document will serve as the baseline document to be built upon. A Google doc has proven to be the best way to facilitate this process.

The MSOE Supervisor will provide the student a copy of the signed assessment and any additional thoughts on areas requiring further attention within 5 days following each phase gate meeting

4. Project Charter

The Project Charter is produced in the Project Management class and serves as a draft overview of the project as initially envisioned. It will be reviewed by the site supervisor and university supervisor in the Evaluation/Phase Gate 1 meeting to assure they are in agreement that the project charter is reasonable and aligned with the clinical site’s goals. The project charter may change as the project is designed/implemented, however is only submitted to Canvas after the first evaluation/phase gate meeting. It will also show up in its final form when the student does a final project presentation at the end of the program.

5. Project Determination Form

This document helps you think through your project and communicate your implementation plan while participating in the program. Additionally, it is an opportunity to share your leadership aspirations.

6. A3

This is an overview document outlined the project goal, data supporting the need for the project, the envisioned outcome of the project, and general planned implementation steps. A draft of the A3 is developed in the Project Management class and it is refined in the Statistics class. It will also be refined in future classes dependent on how the project is evolving. Therefore, the A3 is part of the project presentation at each of the evaluation/phase gate meetings and will also be shared in the final project presentation.

7. WI Administrative Standard Reflections

Throughout the program students will write a reflection on each of the RSOB program outcomes aligned with the Wisconsin Administrative Standards. For each reflection, students prepare a concise paper (1-2 pages) on one or more of the WI Administrative standards based on due dates assigned below. Reflections should be submitted to Canvas at least 5 days before their scheduled evaluation/phase gate meeting.

Students should reflect on their competence in the standard, providing specific examples or experiences with the standard, and discuss their understanding of the standard from the perspective of a school administrator. Students may draw upon their past teaching experience, their leadership development at their clinical site and areas of learning from their MBAEL classes that aligned to the assigned standard as part of their reflection.

- Phase Gate 1: Program outcome 1 with aligned standards

Strategically analyze, evaluate and solve business problems using technology and an understanding of the social context.

- **Standard 6 - Professional Capacity of School Personnel.** Effective educational leaders develop the professional capacity and practice of school personnel to promote each pupil's academic success and well-being.
- **Standard 7 - Professional Community.** Effective educational leaders foster a professional community of teachers and other professional staff to promote each pupil's academic success and well-being.

- Phase Gate 2: Program outcome 2 with aligned standards

Prepare and deliver concise, persuasive, stakeholder-centered information in a professional manner.

- **Standard 1 -Mission, Vision, and Core Values.** Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education, academic success, and well-being of each pupil.
- **Standard 9 - Operations and Management.** Effective educational leaders effectively manage school operations and resources to promote each pupil's academic success and well-being.
- **Standard 11 - Teacher Standards.** Effective educational leaders understand and demonstrate competence in the teacher standards under s. PI 34.002.

- Phase Gate 3: Program outcome 3 & 4 with aligned standards

Develop as leaders of character who promote effectiveness in working with and leading diverse teams.

- **Standard 2 - Ethics and Professional Norms.** Effective educational leaders act ethically and according to professional norms to promote each pupil's academic success and well-being.
- **Standard 3 - Equity and Cultural Responsiveness.** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each pupil's academic success and well-being.
- **Standard 5 -Care and Support.** Effective educational leaders cultivate an inclusive, caring, and supportive school community to promote each pupil's academic success and well-being.
- · [Exhibit an entrepreneurial mindset.](#)
- **Standard 4 - Curriculum, Instruction, and Assessment.** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each pupil's academic success and well-being.
- **Standard 8 - Meaningful Engagement.** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each pupil's academic success and well-being.
- **Standard 10 - School Improvement.** Effective educational leaders act as agents of continuous school improvement to promote each pupil's academic success and well-being.

***At the end of the program, as part of their final portfolio, students will link 3 artifacts (school-based projects/experiences, coursework, project elements) that illustrate competence in that program standard.

8. Signed Observations of Clinical Practice

During the 24 month Clinical practice period, the administrator candidate will be observed a minimum of two times by the Site Supervisor and two times by their university supervisor as they carry out some aspect of the school leadership role based on the WI Administrator standards. These observations will be documented on the Administrator License Observation form in the Appendix of this document.

It is recommended that the observation the university supervisor completes is related to your clinical practice plan and project presentation at one of the evaluation/phase gate meetings. It assumed that at some point in your project development and/or implementation you will present your project plan/update to the school-based project team that is working with you in carrying out your project. This is an excellent opportunity for you to be observed in a leadership role; essentially communicating and carrying out the vision for your project as aligned to the school's mission, vision, and/or priority goals. Observations may be in person, virtual or recorded.

The observations by your site supervisor are to occur at a mutually agreeable time; ideally a time when you can be observed engaged in the work of a school principal based on the administrative standards. In some cases, you may be carrying out coursework related to the standards at your site. Students will post signed observations to Canvas once they are completed and have been discussed.

9. PDC: School Leader Shadow Form

This form will be provided to capture your reflection on the experience of shadowing a school leader for a half day. This is an opportunity to learn directly from a leader in the field. You should come prepared to ask questions, and maximize on the opportunity you will have with a school leader outside of your district.

11. PDC: School Visit Reflection Form

As a leader, it's imperative to expand your horizon on the different school systems in the state. You will have the opportunity to visit a school outside of your district to take a deep dive into their operations, management, and curriculum for ½ school day. This form will be used as you reflect on your experience.

*Please take advantage of the opportunity to visit a school that can offer a different perspective from their current reality. If they need help arranging a school visit or finding a leader to shadow, students should consult their site supervisor, university supervisor or the coordinator of clinical practice and coaching. The two observations will result in being out of their school building for **1** day; students will need to take the proper steps to make arrangements for this aspect of your clinical practice.

12. Book Study: Reflections

Throughout the program students will write 3 reflections based on the book study or character education sessions. For each session you choose, students prepare a concise paper (1 page) demonstrating an understanding of the related standards, in addition to application in current or future roles. Reflections should be submitted to Canvas prior to the scheduled portfolio due date.

ADJUSTMENTS TO CLINICAL PRACTICE REQUIREMENTS

Clinical Setting Adjustments

In rare cases, the student will complete their clinical practice requirements at a site other than their work site. This would occur if the student is not working in a traditional K-12 school and is seeking their principal license. In such cases, the student is responsible for identifying a K-12 school setting that they could carry out 150 hours of clinical practice work under the supervision of the licensed principal at that school. A record of this adjustment must be on file with the MBA EL Coordinator of Clinical Practice. The two forms required are in the Appendix of this document. The first is a Work/Site Supervisor Agreement completed in the Orientation Meeting. The second is a Clinical Practice Record of Hours, which is reviewed and signed at each of the Evaluation/Phase Gate meetings.

Mid Program Adjustments

In some cases, students will find themselves changing jobs or job sites, thereby requiring a change in the clinical practice site and/or the site supervisor. While this is not ideal for program continuity, it will be accommodated when it is viewed as unavoidable or a reasonable professional step. In those cases, agreed upon adjustments to the clinical practice will be recorded on the document that is provided in the Appendix of this document and signed by all appropriate parties. Generally, this will require the student to complete their project at the initial school site and then design a new project for

Evaluation/Phase Gate 3 in the new site (requiring a project charter and A3). In addition, this will typically require the new site supervisor to complete the Evaluation/Phase Gate 3 WI Administrator standards document and site supervisor form. Finally, if students are unable to complete their clinical practice due to unforeseen reasons or personal setbacks there will be an opportunity to extend their clinical practice past the 24 months. The student will be responsible for paying additional credits for each semester they are engaged in their clinical practice until it's complete.

CLINICAL PRACTICE PLAN

As a means of broadening your clinical experience in the school setting, a list of recommended experiences is provided for your consideration in consultation with your site supervisor and your university supervisor. These suggested experiences could be useful in developing your clinical practice plan. Based on your specific developmental needs in each of the standards and opportunities available at your site, you should try to incorporate as many of these experiences as possible as a part of your clinical practice throughout the year. Some of these may also serve as observation opportunities.

There is particular attention paid to the standards related to instructional leadership and management, which is presumably the core work of a school principal. The goal in outlining these experiences is to assure graduates of the program are prepared to be effective school leaders that can make a significant difference in the field.

The eleven administrator standards for administrator development and licensure are:

- **Mission, Vision, and Core Values.** Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education, academic success, and well-being of each pupil.
- **Ethics and Professional Norms.** Effective educational leaders act ethically and according to professional norms to promote each pupil's academic success and well-being.
- **Equity and Cultural Responsiveness.** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each pupil's academic success and well-being.
- **Curriculum, Instruction, and Assessment.** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each pupil's academic success and well-being.
- **Care and Support.** Effective educational leaders cultivate an inclusive, caring, and supportive school community to promote each pupil's academic success and well-being.
- **Professional Capacity of School Personnel.** Effective educational leaders develop the professional capacity and practice of school personnel to promote each pupil's academic success and well-being.
- **Professional Community.** Effective educational leaders foster a professional community of teachers and other professional staff to promote each pupil's academic success and well-being.
- **Meaningful Engagement.** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each pupil's academic success and well-being.
- **Operations and Management.** Effective educational leaders effectively manage school operations and resources to promote each pupil's academic success and well-being.

- **School Improvement.** Effective educational leaders act as agents of continuous school improvement to promote each pupil's academic success and well-being.
- **Teacher Standards.** Effective educational leaders understand and demonstrate competence in the teacher standards under s. PI 34.002.

Please note that the 11 administrative standards have been aligned with the 4 RSOB program outcomes.

Displaying competence in the 11 Administrator Standards:

Many of the outcomes will ideally be met by the student project, dependent on what the project is. Ideally, all student projects will relate directly to instructional programming and student learning at a school/district wide level in order to meet many elements of the standards. This is the core work of an instructional leader.

STANDARD 1: Mission, Vision, and Core Values. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education, academic success, and well-being of each pupil.

Suggested Experience/Evidence:

Attend a school board meeting, a district strategic planning meeting, chartering authority meeting, or other type of governing board meeting appropriate to your school. Print a copy of the agenda for that meeting and select one of the topics that was discussed in formulating or reviewing the current or new district mission and vision statement. This may be an annual review of the plan or the facilitation of a new plan. This may also be at the building level. Share an experience when building leadership led a team in reviewing the building's mission, vision and values.

Related experiences:

- Highlight an activity done at the building or district level reviewing values.
- Summarize a meeting that reviewed a recent survey done to analyze the impact of a building mission or vision.

STANDARD 2: Ethics and Professional Norms. Effective educational leaders act ethically and according to professional norms to promote each pupil's academic success and well-being.

Suggested Experience/Evidence:

Attend a school board meeting, chartering authority meeting, or other type of governing board meeting appropriate to your school. Print a copy of the agenda for that meeting and select one of the topics discussed that either was voted on or will be voted on that is influenced by the larger political, social, cultural, economic, and/or historical context influencing that topic (i.e. at the community, state, federal, or global level). Describe how that particular issue is informed by at least two of the factors listed above (political, social, cultural, economic, or historical) and how that context may have influenced or will influence the Board decision made on that issue.

Other related experiences:

- Attend a professional association meeting (e.g. AWSA, WASDA) for school administrators with your site supervisor. Make note of the topics that address the larger political, social, economic, legal and cultural context of K-12 education and attend one or two sessions in those areas.
- Compare and contrast your school's professional day, professional development, and teacher evaluation process with that of another country that is performing better than the United States based on international ratings.
- Compare and contrast your school's curriculum, student day, and assessment practices with that of another country that is performing better than the United States based on international rankings.
- Track news articles related to legislative proposals and/or actions related to education for a period of one quarter. Summarize key areas being addressed.

STANDARD 3: Equity and Cultural Responsiveness. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each pupil's academic success and well-being.

Suggested Experience/Evidence:

Review your school policy manual and identify the policies that are directly related to social justice, equity, confidentiality, inclusion, and respect related to students, staff, and community. Select one or two policies and 1) indicate how the policy relates to either federal or state law; 2) provide an example of how each of the policy is implemented through school practices or programs; and 3) provide an example of how the selected policy may have been ignored, or not carried out in the school setting (ideally an actual example) and the implications for you as the school principal in addressing that failure to carry out the policy.

Other related experiences:

- Review retention and promotion policies at the elementary level and/or the graduation requirements and options for a diploma at the high school level with an eye toward equity for all students. Make recommendations to improve equity and opportunity for all students to succeed in meeting requirements and/or changes in the policies to make them more equitable.
- Review Special Education policy and practices related implementation of responsive intervention practices, special education referrals, inclusive classrooms, disciplinary practices, integrity of Individualized Education Plan (IEP) meetings and graduation requirements. Make recommendations for assuring equitable education opportunities for students with special education needs.

STANDARD 4: Curriculum, Instruction, and Assessment. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each pupil's academic success and well-being.

Suggested Experiences/Evidence:

An option is for the student to investigate and describe the current process used for curriculum development and implementation in their school/district, to research best practice in curriculum development and implementation and to propose a plan for either sustaining the current model utilized (with rationale) or for improving the current model based on research (McTighe, Wiggins, Tomlinson,

ASCD). Research ideally includes reaching out to DPI and/or other schools/districts to determine the models being used (professional networking) and the Wisconsin Association for Curriculum and Instruction (WASCD).

STANDARD 5: Care and Support. Effective educational leaders cultivate an inclusive, caring, and supportive school community to promote each pupil's academic success and well-being.

Suggested Experience/Evidence:

Review your school policy manual and identify the policies that are directly related to social justice, equity, confidentiality, inclusion, and respect related to students, staff, and community. Select one or two policies and 1) indicate how the policy relates to either federal or state law; 2) provide an example of how each of the policy is implemented through school practices or programs; and 3) provide an example of how the selected policy may have been ignored, or not carried out in the school setting (ideally an actual example) and the implications for you as the school principal in addressing that failure to carry out the policy.

Other related experiences:

- Review retention and promotion policies at the elementary level and/or the graduation requirements and options for a diploma at the high school level with an eye toward equity for all students. Make recommendations to improve equity and opportunity for all students to succeed in meeting requirements and/or changes in the policies to make them more equitable.
- Review Special Education policy and practices related implementation of responsive intervention practices, special education referrals, inclusive classrooms, disciplinary practices, integrity of Individualized Education Plan (IEP) meetings and graduation requirements. Make recommendations for assuring equitable education opportunities for students with special education needs.

STANDARD 6 : Professional Capacity of School Personnel. Effective educational leaders develop the professional capacity and practice of school personnel to promote each pupil's academic success and well-being.

Suggested Experience/Evidence:

Aspiring administrator leads a collaborative team focused on improving student achievement and/or a school improvement goal (i.e. Professional Learning Community (PLC), grade level team, department team, data analysis team), identifying specific goals, action steps, benchmarks and success measures. Provides communication and leadership to carry out initiative aligned with school mission/vision/goals.

STANDARD 7: Professional Community. Effective educational leaders foster a professional community of teachers and other professional staff to promote each pupil's academic success and well-being.

Suggested Experiences/Evidence:

Student describes current state of school in terms of professional leaning environment designed to enhance student achievement and "model" being utilized (Professional Learning Community,

Collaborative Teaming by grade level or content area, Building Advisory Council, etc.) Assesses effectiveness against PLC standards and describes plan for moving toward a PLC model (best practice). Ideally student is required to conduct review of literature on Professional Learning Communities (ASCD, DuFour, Eaker, Hord, Lieberman) to determine key elements that must be in place for an effective professional learning environment.

Aspiring administrator leads a collaborative team focused on improving student achievement and/or a school improvement goal (i.e. Professional Learning Community (PLC), grade level team, department team, data analysis team), identifying specific goals, action steps, benchmarks and success measures. Provides communication and leadership to carry out initiative aligned with school mission/vision/goals.

STANDARD 8: Meaningful Engagement. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each pupil's academic success and well-being.

Suggested Experience/Evidence:

Describe the make-up of our school population using as many diversity factors that you can get data on (i.e. male/female, ethnicity, socio-economic status, urban/suburban/rural, etc.). Describe 3-5 culturally responsive practices you are implementing to *effectively* address student needs, parent needs, and staff needs related to diversity (i.e. what is working and how do you know?). Be specific in addressing each of the three stakeholder groups. Assume you are asked by your Board (School Board, Chartering Authority, etc.) to increase your response to the diverse community interests represented in your school. What are 2-3 additional efforts you would propose and how would you measure impact of their success?

Other related experiences:

- Attend a school board meeting on a topic related to improving student achievement, curriculum adoption, budget approval, grading practices, student discipline, or teacher evaluation. Write a brief reflection on your experience as a meeting observer/participant, specifically as it relates to how parents, community members, and taxpayers may perceive the meeting.

STANDARD 9: Operations and Management. Effective educational leaders effectively manage school operations and resources to promote each pupil's academic success and well-being.

Suggested Experiences/Evidence:

Meet with your school business manager and/or supervisor to become familiar with the overall school budget understanding what the sources of revenue are, which funds are restricted due to funding sources, what percentage of the budget is malleable (fixed costs vs. variable costs), and how a building budget is built. This focus on the school budget should enhance overall understanding of the WI School Funding model (which is addressed through the School Finance game in the Finance class).

Using your current school budget, identify what percentage of the budget is applied to staffing, instructional programming, operational costs, etc. Once you have identified key elements of the budget and current percentages applied to each of the elements, make a 5% cut to your overall school budget with the goal of maintaining a high quality instructional program supporting the educational needs of students and staff. Keep in mind fixed costs and variable costs in making your decisions. Provide a

rationale for why you made the cuts where you made them and outline the educational impact of making those cuts.

Other related experiences:

- Participate in the hiring process by being a member of an interview and selection team for a teacher.
- Collaborate with the principal in developing the school class schedule for the following school year
- Provide a critique of how technology is used in the school to a) support/improve instruction and b) to support/improve communication (staff, parent community), and tracking student data (performance, attendance, discipline, demographics, etc.)
- Review policies and practices related to bus transportation, pick-up and drop-off or management of the lunch program including cafeteria/lunch period. Make recommendations for improving efficiency and effectiveness of either.
- Review school/district safety plan related to natural disasters, active shooters, and related situations requiring emergency response. Recommend 2-3 improvements and/or training options to enhance plan based on current research.

STANDARD 10: School Improvement. Effective educational leaders act as agents of continuous school improvement to promote each pupil's academic success and well-being.

Suggested Experiences/Evidence:

Investigate and describe current achievement levels in Reading, Literacy and Math on a school-wide basis. Focus specifically on significant achievement gaps that are evident. Choose one of those areas to focus on in improving student achievement and provide rationale for selecting that area. Create a 1-3-year plan for addressing the gap through instructional programming utilizing Bolman & Deal's Four Frames model (What needs to be addressed in each of these areas: Structural, HR, Political, and Symbolic/Cultural implications, in order to impact student achievement in the area selected). Think like a school leader, not a teacher in carrying out this experience.

STANDARD 11: Teacher Standards. Effective educational leaders understand and demonstrate competence in the teacher standards under s. PI 34.002.

Suggested Experience/Evidence:

Administrator observes 2-3 teachers (peer observation) in setting, utilizing school/district teacher evaluation tools. Conducts pre/post observation conferences as part of the process. Either the site supervisor or university supervisor should observe one of the post-observation conferences. Submit summary evaluation tool from two peer observations (without teacher names) along with reflection highlighting which teacher standards were addressed within observation and what was learned through the process (from the evaluator perspective). Ideally one peer observation is conducted in each of the two semesters (to look for growth). This is probably best facilitated through the clinical aspect of the program.

THE STUDENT PORTFOLIO

Portfolio Assignment

The final assignment of your licensure program is an electronic portfolio that demonstrates your growth as a reflective practitioner as a school leader. You are asked to create a "showcase portfolio" that is polished enough for you to show it to prospective employers (or PhD programs) as evidence of your professional identity as a school principal. Although many are using Google sites, feel free to use any other web-based product/format that best meets your needs. The only requirement is that you set permissions so that the portfolio can be viewed by anyone with the URL, and you post that URL in the appropriate area in Canvas.

The portfolio should be organized around the seven WI Administrator standards and will include your individual standards reflections, artifacts that provide evidence of your experience in each standard, your final project presentation, and the three signed evaluations from your clinical practice. An overarching summary reflection that highlights your learning based on your clinical practice, project, and coursework should be written to introduce the portfolio.

SUGGESTED PORTFOLIO DESIGN

There are four parts to the portfolio.

PART 1: REFLECTIONS

At the end of the program, students will prepare a final summary reflection paper (2-3 pages) on the WI Administrator Standards to be submitted as part of their portfolio. After rereading and or revising their previous reflections, students should write an overarching paper, reflecting on what has been learned about school leadership, how they have applied their learning, and areas they still wish to grow in as related to the standards. Students should reference connections to their MBA classes and their project as part of this process. This is truly a summary of learning and possibly a foundation for future leadership development. The overarching reflection may also be used as a self-introduction highlighting who you are as a school leader and the vision and philosophy of school leadership that you hold after completing the program.

Follow this summary with your individual reflections on each of the eleven Wisconsin Administrative Standards. Refine your reflection for each of the standards based on feedback you were given and your growth throughout the year and include a reference to 3 artifacts you have selected as evidence of competency in each program outcome. Be sure to include a brief explanation of how your artifact (s) exemplifies your knowledge of the standard. These individual papers should be approximately 1-2 pages in length. List each standard followed by your reflection with a link to the artifacts you have included to represent that standard.

PART 2: ARTIFACTS

In this part, you should include artifacts for each standard (3 artifacts per program outcome). The artifact can be something you have done as a part of your clinical practice plan, something from your job related

to the standards, something that comes out of your project implementation, or a course assignment you completed related to the standards. When you identify the artifact(s) in text of your reflections (see part 1 above), please provide a hyperlink to the actual artifact. Be sure to note which standard/program outcome each artifact aligns with and the rationale for that alignment. Some artifacts may represent more than one standard.

PART 3: PROJECT PRESENTATION

As a culmination of your time in the program you will meet with the new cohort on an assigned day and present your project. MSOE may video your presentation so that it can be included in your portfolio. The presentation will normally include reference to the project management tools that you used (A3's, Root Cause Analysis, scope document etc.), but if it doesn't, you need to include those tools and how you used them in this section. Your project presentation ideally will also address how your project relates to and/or impacted school climate, culture, or character based programming. *See attached Project Presentation document for further detail on how to best present your project.

PART 4: RESULTS OF THE THREE EVALUATION/PHASE GATE MEETINGS AND CLINICAL OBSERVATIONS.

This should include the three signed evaluations that were completed as part of each of your evaluation/phase gate meetings. These documents will include the summary of the evidence provided for each standard as shared at the meetings. In addition, you will include the three signed observations that were completed during your clinical practice (two by your site supervisor and two by your university supervisor).

PART 5: PROFESSIONAL DEVELOPMENT CREDITS

This should include the five reflections regarding professional development completed while participating in the MBA EL program. These documents will include your school visit reflection form, school leader reflection form, and three event participation reflections.

SUGGESTED PROCESS FOR COMPILING PORTFOLIO

Collect: As a leader committed to growth and reflection, you have been collecting evidence of your progress, theoretical grounding, and informed practice. You have also been given ample opportunity to reflect on your class readings and classroom experience through Canvas posts and class discussions throughout the year. You may have saved information about your interactions in school from students, staff and/or peers that demonstrates aspect of your growth. You may also have saved artifacts from before you began this program, from another school or program that demonstrates proficiency, maximum of 2 years out.

Select: Consider all these documents and reflections as raw materials from which you will select the most appropriate for your electronic portfolio. Decide which items best illustrate your growth and philosophy as a leader based on each of the seven WI Administrator standards, and create web pages for them. It can be hard to select what to leave in and what to take out, but be sure you have something to say about each item in your reflection that clearly indicates why you chose that particular

artifact for that standard.

Reflect: Then create a webbed overview reflection that links out to the various artifacts and comments. You might structure your overview as a loose essay charting your chronological growth before, during this year of leadership learning, and predicted for next year, using hypertext links to your evidence when appropriate. Alternatively, you might create a "front page" for your portfolio, with a short list of links to reflection and evidence on a number of topics related to your teaching and learning about teaching. Are there articles, online discussions, or other resources that have informed your philosophy and practice?

Project: Taking into account all the above, what pattern or trajectory comes into focus through your reflection in the process of creating the electronic portfolio? What kind of leader do you envision yourself becoming in two, five, ten, or twenty-five years? What steps will you need to take to become that person? Consider the school project that you have been working on this year how does this fit into your development as an up and coming school leader.

Purpose and Audience: Consider this electronic portfolio as documentation of your growth as a leader. Consider your school team, university faculty and the DPI, but also compose with the eventual goal of including prospective employers and a wider audience.

PROJECT PRESENTATION GUIDELINES (PART 3 above)

Please use the following **guidelines to frame your final project presentation.**

General Guidelines

- **Presentation** Length: 25 minutes' total time; 15 minutes' presentation; 10 m Q&A. Be sure to practice your presentation as though it was to a School Board/Board of Directors who will determine your future as a school leader as well as the future impact of your project.
- If you plan to use a **visual presentation** (i.e. Google slide deck, be sure to use font that is large enough to read from the back of the room (Minimum 18+ font)
- Create an **engaging presentation**; a compelling story of your project and its impact.
- In addition to your project presentation, please write an **abstract** of the project (less than 3 paragraphs) that provides a descriptive overview of the project and key outcomes. Include your name and email information on the summary so that interested parties may contact you if they would like additional information on your project.
- Project abstracts will be due approximately two weeks before your project presentation.
- Include an interactive aspect that engages the audience.
- **Dress professionally** as though you were presenting to a school board or interview team.

Key Project Elements to be Addressed:

- Statement/Definition of Problem and Project Charter Overview including key stakeholders
- Summary of key elements of project: What is the aim of the project, what **data** was used, what were the **measures of success**, etc.? (scope document generally will be useful in this regard)
- **Success Measures: What data was used to define project focus, measure progress, and provide evidence of success?**
- What changes were made from beginning to end of project?

- **How did your project interface with school culture, character education, and/or ethical practice?**
- What was the impact of project and what data was used as evidence of impact?
- What are the next steps for this project; is it ongoing or is it at completion? Where will you/would you take it next if you were to continue to work on this issue and why?

Summary of Learning:

- What was your greatest roadblock or challenge; how did you overcome it?
- What gave you the greatest feeling of success or satisfaction in carrying out this project?
- Based on your experience, what would you do differently if you were to do this again?
- What did you learn about change leadership and/or your own leadership style in the process of carrying out the project?

Connection to MSOE Classes

The philosophy behind this program is a belief that there should be a strong connection between what happens in the student's "real world" work experience and what happens in the classroom. We ask that students and MSOE faculty remain vigilant in their efforts to reinforce this connection. Nowhere is this more important than in the project. Students will learn techniques and theories in class, which they will then be expected to apply wherever possible in their work. The project will oftentimes provide a vehicle for this connection. Assignments in a number of classes will include a substantial element of project work.

Class assignments, with a project component, should be posted into the associated class Canvas site, once they are completed. You will want these available for your final portfolio. In addition, you will post the seven deliverables related to each evaluation/phase gate meeting that were outlined earlier in this document under the Clinical Practice course set up in Canvas. You will find this to be a useful way to track your project and clinical practice throughout the program in preparation for your final portfolio and presentation.

PORTFOLIO REVIEW & GRADING

At the culmination of the program, your (university supervisor) will score your portfolio using the course rubric. Your achievements as well as areas in which you still need to develop based on their review of your portfolio, your four evaluations, and accompanying documents will be shared. This report will bring together the various aspects of your clinical experience, project and portfolio as they relate to the seven administrative standards. As a team, the university supervisors and key faculty will meet to discuss each student's overall program performance and confirm successful completion of program requirements. The Clinical Assessment is a Pass/Fail Grade based on demonstrating proficiency in the WI Administrator Standards.

APPENDIX

[Cohort 15 Cohort Calendar](#)

[Two Year Course Schedule](#)

[Clinical Site Supervisor Information Form](#)

[WI Administrator Standards Clinical Evaluation Document](#)

[Clinical Practice Plan Template](#)

[Clinical Practice Observation Form \(Site Supervisor\)](#)

[Portfolio Rubric](#)

[Dispositions Rubric](#)

[Phase Gate Meeting Checklist](#)

[Adjustments to Clinical Practice Work/Site Supervisor Agreement](#)

[Adjustments to Clinical Practice Agreement \(mid-program\)](#)

[Phase Gate Meeting Schedule](#)

[School Visit Reflection Form](#)

[School Leader Shadow Form](#)

[Project Determination Form](#)

[Alignment of RSOB program outcomes with the 11 WI Administrative Standards](#)