



MANUAL FOR THE CLINICAL AND PRACTICAL EXPERIENCE IN THE EDUCATIONAL SCENARIO

Master's Degree in Education with Major in Educational Leadership

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Introduction

The Master's Degree in Education with Major in Educational Leadership is part of the Department of Education at NUC University. The development of the academic program is based on the seven standards for educational leaders adopted by the Educational Leadership Constituent Council (ELCC) reviewed in 2011. It is developed in both the online and hybrid learning environments.

Philosophy

The educational philosophy that guides the Master's Degree in Education with Major in Educational Leadership is framed within the mission and vision of NUC University, where the teaching-learning process is based on the constructivist approach to education. This vision recognizes that individuals have the ability to think, learn, create, discern, and make decisions regarding all that affects them.

Vision

To be recognized as a university community where students receive an education of excellence which promotes their continuous, integral development through innovative and diverse learning modalities.

Mission

At NUC University our goal is to develop educated and enterprising individuals, competent in their professional field, with an attitude to continue learning throughout their whole life, proud of belonging to NUC University and capable of inserting themselves successfully in the labor market to contribute effectively to the economic, social, and political progress of their environment.

Institutional Values

Respect

Willingness to understand and accept the different ways of acting and thinking of another human being. It is a feeling of acceptance of human diversity and the need for tolerance, kindness, and compliance with the rules established to ensure harmony among human beings.

Social Commitment

Shared institutional decision to promote the social well-being of our community and Puerto Rico by participating in the research, orientation, and solution of pressing problems in the community, represented mainly by the students.

Responsibility

Moral action that allows us to assume commitments, reflect, guide, and assess the consequences of our actions at personal, community, and work levels.

Service

Permanent attitude that moves us to help another spontaneously so that it achieves its immediate or long-term objectives. This attitude is present and expressed in all areas of life.

Quality

Degree of excellence with which all the actions and services of the institution, whether academic or administrative, will be carried out. As a result, the level of satisfaction will be high, reflecting the acceptance of well-done efforts.

Innovation

Process in continuous evolution that makes possible the increase of the competitive capacity of the institution to face the dynamics and proposals of a changing scenario.

Compliance

It is the execution of a certain obligation in the agreed terms according to the requirements established by the regulatory agencies. It allows us to achieve and acquire commitments, conclude them responsibly, and act accordingly.

I. Purpose of the Manual

New trends in the field of educational leadership point to the educational leader as the cornerstone of any process of transformation and change. Educational leaders stand out for their commitment, knowledge, skills, and attributes used to understand and improve organizational processes, in order to promote an education of excellence for all students. In other words, educational leaders are asked to lead in a new world marked by responsibilities, with unprecedented challenges and opportunities.

Clinical and practical experiences for the preparation of future educational leaders are a fundamental opportunity within the vocational training process. At this stage, the school setting is the place where students, as future educational leaders, will be in touch with the realities of their profession. For this reason, it is essential to provide them with experiences that will allow them to reaffirm the skills acquired during their studies and that will train them to exercise this new role successfully. The complexity of this process requires the students to have a document that serves as a frame of reference, to which they can turn to clarify doubts and successfully guide their clinical and field experiences.

The purpose of this Manual is to guide the activities that the students will perform through their clinical and practical experiences in the educational setting. It includes all the information that the student, cooperative principal, and practice-coordinating professor need to achieve the educational objectives of the course. From the first day of practice, the Manual will serve as a guide and work instrument. During field and clinical experiences, this document will guide the professional experience in which the students will be immersed. It is recommended to check and complete the forms that are required for the assessment process every day, before beginning the daily tasks and after completing them. Compliance with this content ensures a structured and effective clinical and practical experience.

II. Objectives of the Clinical and Practical Experience in the Public or Private Educational Setting

Clinical and practical experiences in the public or private educational setting are designed to expose the students to a real educational environment. By integrating with students,

teachers, parents, administrators, and staff at the institution or educational setting, the students will have the opportunity to:

1. Observe and critically reflect upon the experience from the perspective of an educational leader in the public or private school context.
2. Observe and examine the management of administrative and teaching operations.
3. Collaborate and participate in aspects related to the educational and administrative process.
4. Reflect on the relationships among: the educational leader, the school principal, and the teaching staff; the school principal and the non-teaching staff; the teaching and the non-teaching staff; the student and the teacher; and on how these relationships contribute to the achievement of an education of excellence.
5. Reflect on different events in which the interaction and leadership behaviors are observed, as well as the implementation of leadership theories and their impact on the development of an atmosphere conducive to learning.

III. Functions of the Facilitating Team for the Clinical and Practical Experience

A. Functions of the University

NUC University is committed to offering a curriculum focused on developing a clear and strong vision of educational administration, a cohort structure (monitoring) that motivates students to collaborate with each other through their careers, and a culture of continuous improvement. It therefore aims to make clinical and practical experiences in real educational environments a praxis, facilitating the success of the educational environment. The main objective is for the students to achieve training as educational leaders that will refine their cognitive and affective development using a constructivist approach as support. At the same time, the students will be encouraged to find excellence in their profession through the development of knowledge, competencies, and skills included in professional standards.

The facilitating team in charge of the clinical and practical experience will consist of the practice-coordinating professor at NUC University, the cooperative principal at the

practice center and the director of the NUC University Graduate Program in Education. Everyone will be responsible for working together to achieve the objectives of the course.

B. Functions of the Coordinating Professor of the Clinical and Practical Experience

The clinical and practical experience of the Master's Degree in Education with Major in Educational Leadership will be evaluated by a professor, appointed as practice coordinator, who will:

1. Counsel, guide, supervise, and evaluate the work of the candidates under his care.
2. Place students in selected practice centers.
3. Visit the candidate at least twice at the practice center.
4. Collect the final assessments of each experience.
5. Provide opportunities for the students to reflect on their experiences.
6. Maintain documentation containing evidence of the work done by the student during the practice period.
7. Prepare and submit the required reports.

C. Requisites and Functions of the Cooperative Principal of the Clinical and Practical Experience

The principals or facilitators are professionals who collaborate in the process of training and evaluating the student. To serve as cooperative principal, the school principal must:

1. Have passed the cooperative principal course (if necessary).
2. Have a school principal certification.
3. Have a minimum of two (2) years of experience as a school principal and proven professional and leadership proficiency.

The principal or facilitator, in the task of guiding the future educational leader, is committed to:

1. Promote an appropriate professional attitude according to the professional standards that govern the profession.
2. Systematically guide the student in the application of the principles that govern the processes of instructional leadership.
3. Share responsibilities with the practice coordinator in the organization of the experiences and the work program of the future educational leader.
4. Model strategies and techniques adapted to the process of administration and supervision of instructional processes.
5. Provide technical assistance to the student in the preparation of work plans, school organization, and the services offered by the school.
6. Instruct the student on school laws, current public policies, monitoring and auditing process, applicable collective agreements, needs-based budgeting process, teacher evaluation, among other aspects that are subject to the reality of the Department of Education and private educational entities in Puerto Rico.
7. Evaluate the student in two phases. To do this, they will use the forms designed for these experiences ([6035019](#) / [6035021](#)).

D. Functions of the Facilitator for the Clinical and Practical Experience

Facilitators are professionals who collaborate in the process of guiding and training the student. Their main function will be to collaborate with the practice-coordinating professor in the selection of the practice center. They are committed to provide a place (and the necessary documentation) where the future educational leader will have rich and varied experiences that will allow the integration of knowledge, skills, and abilities.

IV. Academic Requirements

Academic Requirements to Enroll in the Courses for Field Experiences in the Educational Scenario (EDUC 6015 and EDUC 6035)

1. Be an active student in the Master's Degree in Education with Major in Educational Leadership.

2. EDUC 6015 – Having approved the prerequisites of the courses EDUC 5100, 5110, 5120, 5140, 5200, 5210, 5220, 5230 and 5240, established in the current catalog of the institution. EDUC 6035 (prerequisite EDUC 6015)
3. Have a GPA of 3.00 or higher.
4. Be evaluated and recommended by the academic director of the student's department.

V. Centers for the Clinical and Practical Experience

The Master's Degree in Education with Major in Educational Leadership provides the opportunity for the students to apply the knowledge acquired through the curriculum into real educational settings. An educational institution is one authorized by the Board of Postsecondary Institutions (JIP), formerly known as CEPR, and recognized by the Department of Education (DE) of Puerto Rico, which provides the opportunity to perform tasks related to the area of educational leadership.

A. Selecting the Center for the Clinical and Practical Experience

Centers for clinical and practical experiences are established at public and private schools that are authorized to operate by the Department of Education and the government agencies. Practice coordinating professors, in coordination with the facilitators and the principals, authorize the practice centers. The following aspects should be considered when choosing a practice center:

1. Has a properly certified cooperative principal. (He/she must have taken the preparatory course for cooperative principal, if available).
2. Has the necessary physical facilities.
3. Is located in an accessible area so that the professor has the opportunity to maintain contact regarding visits to the practice center with the purpose of supervising and evaluating the student.
4. Church-schools and night schools cannot be selected as practice centers if they do not have a JIP license.
5. Clinical and practical experiences will not be possible in the months of May, June, July, and December.

The coordinating professor for the clinical and practical experience will place the student in an eligible practice center. However, if students identify another center on their own, they must provide the information to the coordinator and he/she will evaluate whether the center qualifies as a center for the clinical and practical experience. The student must complete the [Liability Waiver document \(6035005\)](#) found on the page 25 of this Manual.

B. Description of the Clinical and Practical Experience in the Private or Public Educational Setting

Clinical and practical experiences are observations and activities carried out in the educational setting under the supervision of the principal of a public school certified by the Department of Education of Puerto Rico or a private school recognized by the JIP and authorized by the practice-coordinating professor. These experiences are divided into two stages: Part I – observation, reflection, and implementation of theory into practice, and Part II – implementation of theory to practice. In each part, the students will have the opportunity to observe, familiarize themselves, and get involved in the administrative and teaching processes from the perspective of a future leader. These clinical experiences and practices are described in the syllabi of each of the courses (EDUC 6015 and EDUC 6035).

Clinical and Practical Experience in the Educational Scenario (Part I)

Observation, reflection, and implementation of theory into practice

The main purpose is for the student to be exposed to all aspects of the educational setting and know how processes and procedures are carried out from the perspective of the future educational leader. The experience includes participation in activities such as interviews with school staff and observation of the school environment and organization. The students will select their practice center and must complete all the information required in this Manual. Once the practice center coordinating professor processes the insurance, the student will receive a written welcome letter, which is the official document with which the student can begin the process, thus initiating his connection between theory and practice. This first stage requires a minimum of 30 hours on the educational stage and an integrative seminar

with the professor. If the student does not meet the 30 hours, he will have to enroll again in the EDUC 6015 course.

These activities will be organized according to the following outline:

A. Clinical experiences:

1. Selection of the practice center
2. Observation of the working curriculum and the assessment techniques of the curriculum
3. Observation of the following aspects:
 - a. School culture and climate
 - b. School improvement strategies
 - c. School organization
 - d. Relationships among administrators, faculty, and the community
 - e. Technology platforms
 - f. Budget analysis
 - g. Collective agreements
4. Participation in:
 - a. Interviews with the school staff
 - b. School activities

B. Integrative seminar:

1. Examine the standards, competencies, and profiles of educational leaders.
2. Analyze the functions of the educational leader.
3. Analyze observation techniques and interviews.
4. Reflect on the experiences on the educational setting.
5. Clarify doubts related to the clinical experiences and the tasks required for the course.

C. Required tasks:

1. Required documents from the Manual
2. Reflective journal

3. Critical analysis of assigned readings
4. Final evaluation of the 30 hours
5. Electronic portfolio

Clinical and Practical Experience in the Educational Scenario (Part II)

Implementation of theory into practice

At this stage, the clinical experience needed to relate instructional leadership theories to applied practice is provided in a formal educational setting. The students are required to participate in a learning community where they will be provided with opportunities to develop and demonstrate their skills regarding the competencies related to the professional roles for which they are preparing. The coordinating professor and a school principal will collaborate in coordinating and monitoring this experience. This stage requires a minimum of 75 hours of clinical experience and a virtual/in-person integrative seminar. If the student does not meet the 75 hours, he will have to enroll again in the course. This second experience must take place in a different practice center than the first one that was selected. In addition, another portfolio must be created that is different from the one submitted in the course EDUC 6015.

These activities will be organized according to the following outline:

A. Clinical Experience – Participation at an educational setting:

1. Observe and actively participate in the implementation of leadership theories.
2. Participate in the planning and implementation of an educational innovation.
3. Contribute to the creation and strengthening of a healthy organizational culture.

B. Participation:

1. Planning innovative instructional activities
2. Activities for the continuous assessment of the students' academic development

3. Activities related to the administration of teaching
 4. Integration activities with the school community
- C. Integrative Seminar - Meetings with the professor:
1. Reflect on the experiences at the educational setting.
 2. Academic attendance and clarification of doubts related to the clinical experience and the tasks required for the course.
- D. Required tasks:
1. Required documents from the Manual
 2. Reflective journal
 3. Critical analysis of assigned readings
 4. Integration activities with the school community
 5. Final assessment
 6. Electronic portfolio

Clinical experiences and internships will take place after completing the courses that make up the formal preparation of the candidate. It is recommended that students carry out these experiences in the penultimate term of study, since, at this stage, they must have completed all the courses that qualify them for this educational experience.

VI. Accident Liability Insurance

Students who are authorized for their clinical and practical experience will be covered by liability insurance while they carry out their practice or are participating in related events, such as meetings, training, and others. The coordinating professor, along with the program director, will manage the application to the Finance Office of NUC Corporate. The student is responsible for submitting a copy of the insurance to the cooperative principal of the practice center and keeping another copy on file, as evidence. If a situation arises that warrants the use of this service, the student will notify the cooperating principal and his/her practice coordinator or the director of the Master's Degree in Education with Major in Educational Leadership. The practice coordinator will refer the student to the Office of Student Affairs or the corresponding administrative officer for guidance on the steps to be taken.

VII. Regulations for the Clinical and Practical Experience in the Educational Setting

A. Personal

1. Appearance:
 - a. Appropriate clothing
 - b. Proper tone of voice and language
 - c. Behavior and manners in line with your role as an educational leader

B. Interpersonal relationships

1. Satisfactory human relations
2. Optimal level of communication with:
 - a. Administrative staff
 - b. University staff
 - c. The community in general

C. Professional realm

1. Knowledge of the standards of the profession
2. Use of appropriate vocabulary, including theoretical and professional
3. Use of documents:
 - a. Public policies
 - b. Work plans
 - c. School organization and others
4. Knowledge and adaptation of different instructional situations in accordance with the needs and interests of the educational setting

D. Attendance

1. Attendance at the clinical and practical experience center and the integrative seminar should be perfect and timely. The schedule will be adjusted according to the organization of the institution and the guidelines of the supervisors. It is important to sign the attendance sheet daily with check-in and check-out times, and make sure that the cooperative principal certifies it.
2. If the cooperative principal is absent, the student will notify the practice coordinator and will remain at the institution offering general assistance, helping in the organization of professional activities, either participating in

them, or helping in any other related task authorized by the cooperative principal.

3. If, for a justified reason, the student has to leave, he/she must fill out the corresponding form, attach the medical certificate or any other explanatory document, and submit them to the practice coordinator. The student is responsible for making up the hours lost and meeting the total hours for each experience, otherwise he/she will have to enroll in the course again.

VIII. Student Responsibilities

The clinical and practical experience center must provide what is needed for students to develop and apply their knowledge and skills. The students must:

1. Comply with agreements made with the clinical and practical experience practice center.
2. Maintain human relationships that demonstrate and foster respect, discretion, courtesy, prudence, effective communication, collaboration, and reflection. Demonstrate interest, initiative, creativity, enthusiasm, and commitment.
3. Comply with the rules and schedules agreed upon between the practice center and the student.
4. The students may not change to another practice center for clinical and practical experience unless the coordinating professor deems it necessary.
5. The students must notify the practice center and the coordinating professor in advance of any changes in the schedule or any situation that prevents them from meeting their schedule.
6. Participating in practice-related activities designed for or developed in the practice center. The investment of time in the activities should align with the objectives of the practice and the competencies the student must meet.

IX. Student Formative Process Assessment

This assessment is the process of collecting, interpreting, and analyzing the information that demonstrates the professional development of the student in the educational leadership

field. The documents to be used in the assessment of clinical and practical experiences are based on the seven standards for educational leaders adopted by the Educational Leadership Constituent Council (ELCC), reviewed in 2011, and on the Profile of a School Principal developed by the Department of Education in 2008.

The practice-coordinating professor is responsible for coordinating the student assessment process along with the cooperative principal and the student. At the beginning of the clinical and practical experience, the practice coordinator will provide and discuss with the student a copy of the documents to be used in the assessment process as established in this Manual.

The students are responsible for gathering the necessary evidence to demonstrate their level of execution during the clinical and practical experience. The practice-coordinating professor and the cooperative principal will use different techniques to assess the student, such as portfolios, reflective journals, interviews, special projects, and research designs.

The cooperative principal will make periodic observations to the student, and will discuss and document them in the form [6035012](#), provided on page 32 of this Manual. The practice-coordinating professor will conduct a minimum of two assessments during the term of studies of the experience. These will also be discussed with the student and will be documented as evidence of being carried out.

APPENDIX



DOCUMENT CODING

EDUC 6015 and EDUC 6035

DOCUMENT	DOCUMENT CODE	COURSE TO WHICH IT APPLIES
General Information About the Student	<u>6035001</u>	EDUC 6015 and EDUC 6035
General Information About the Cooperative Principal	<u>6035002</u>	EDUC 6015 and EDUC 6035
Collaboration Agreement	<u>6035003</u>	EDUC 6015 and EDUC 6035
Complementary Documents for the Portfolio of the Clinical and Practical Experience	<u>6035004</u>	EDUC 6015 and EDUC 6035
Liability Waiver for the Selection of the Center for the Clinical and Practical Experience	<u>6035005</u>	EDUC 6015 and EDUC 6035
Cover Letter for the Center for the Clinical and Practical Experience	<u>6035006</u>	EDUC 6015 and EDUC 6035
Certification of Student Acceptance to the Center for the Clinical and Practical Experience	<u>6035007</u>	EDUC 6015 and EDUC 6035
Teacher's Letter of Collaboration	<u>6035008</u>	EDUC 6015 and EDUC 6035
Attendance to the Center of Clinical and Practical Experience	<u>6035009</u>	EDUC 6015 and EDUC 6035
Authorization to Make Up for the Hours of Clinical and Practical Experience	<u>6035010</u>	EDUC 6015 and EDUC 6035
Reflective Journal of Clinical and Practical Experience	<u>6035011</u>	EDUC 6015 and EDUC 6035
Report of Recommendations from the Cooperative Principal to the Student	<u>6035012</u>	EDUC 6015 and EDUC 6035
Report of Visit from the Coordinator of the Clinical and Practical Experience	<u>6035013</u>	EDUC 6015 and EDUC 6035
Report of Recommendations from the Cooperative Principal on the Clinical and Practical Experience Process	<u>6035014</u>	EDUC 6015 and EDUC 6035



DOCUMENT CODING

EDUC 6015 and EDUC 6035

DOCUMENT	DOCUMENT CODE	COURSE TO WHICH IT APPLIES
Acknowledgment Receipt of the <i>Manual for the Clinical and Practical Experience in the Educational Scenario</i> (Student)	<u>6035015</u>	EDUC 6015 and EDUC 6035
Acknowledgment Receipt of the <i>Manual for the Clinical and Practical Experience in the Educational Scenario</i> (Cooperative Principal)	<u>6035016</u>	EDUC 6015 and EDUC 6035
Liability Waiver for Taking Photos and Video	<u>6035017</u>	EDUC 6015 and EDUC 6035
Assessment Rubric for the Portfolio of the Clinical and Practical Experience - EDUC 6015	<u>6035018</u>	EDUC 6015
Rubric for the Cooperative Principal's Assessment of the Student's Clinical and Practical Experience - EDUC 6015	<u>6035019</u>	EDUC 6015
Assessment Rubric for the Portfolio of the Clinical and Practical Experience - EDUC 6035	<u>6035020</u>	EDUC 6035
Rubric for the Cooperative Principal's Assessment of the Student's Clinical and Practical Experience - EDUC 6035	<u>6035021</u>	EDUC 6035



General Information About the Student

Clinical and Practical Experience Period		
Term: _____	Academic Year: _____	
Student Name: _____		
Student No.: _____		
Phone No.: _____	Cellphone No.: _____	
E-mail: _____		
Postal Address: _____ _____		
In case of emergency, notify: _____		
Phone No.: _____ _____		
Practice Center Information		
Practice Center: _____		
Phone No.: _____ _____		
Cooperative Principal: _____		
Practice Center Postal Address: _____ _____ _____		
Practice Center Physical Address: _____ _____ _____		
Signatures:		
_____ Student	_____ Clinical and Practical Experience Coordinator	_____ Date



General Information About the Cooperative Principal

Clinical and Practical Experience Period		
Term: _____	Academic Year: _____	
Principal's Name: _____		
Phone No.: _____	Cellphone No.: _____	
E-mail: _____		
Postal Address: _____ _____		
Academic Preparation: _____		
Years of Experience as Principal: _____		
Practice Center Information		
Practice Center: _____		
Phone No.: _____		
School District and Municipality: _____		
Practice Center Postal Address: _____ _____		
Practice Center Physical Address: _____ _____		
Signatures:		
_____ Student	_____ Clinical and Practical Experience Coordinator	_____ Date



Collaboration Agreement

NUC University and the Graduate Program in Education with Major in Educational Leadership are honored to receive the collaboration of _____ (principal) in representation of the school _____, to receive the student _____ so he/she can complete the clinical and practical experience with a duration of ___ hours. This is a voluntary agreement that aims to successfully train future educational leaders, meeting the standards of the Department of Education in Puerto Rico and the Educational Leadership Constituent Council (ELCC).

Signed in _____, Puerto Rico, on _____
(Municipality) (Date)

Cooperative Principal

Clinical and Practical Experience
Coordinator

Student

Institution Stamp



NUC University
Graduate Program in Education
Major in Educational Leadership

Complementary Documents for the Portfolio of the Clinical and Practical Experience

Student Name: _____

1. Updated curriculum vitae
2. Criminal Records Certificate
3. Child Support Compliance Certificate (ASUME)
4. Health Certificate
5. Verification of credentials and criminal records for providers of care services for children and elderly (PR Law 300-1999)
6. Liability Waiver for the Selection of the Center for the Clinical and Practical Experience ([6035005](#))
7. Teacher Certification
8. Evidence of Teacher Certification Exam (PCMAS)
9. Attendance to the Center of Clinical and Practical Experience ([6035009](#))
10. Minutes of meetings (if necessary)
11. Reflective journals of clinical and practical experience ([6035011](#))
12. Evidence of school integration activity
13. Evidence of an Individualized Educational Plan (PEI) on the MiPE platform (Student's name must not be identified)
14. Analysis of needs for school budget distribution
15. Staff evaluation / Effective Leadership Support System of the Teaching Staff of the Department of Education in Puerto Rico (SALEPD)
16. Copy of the school principal's rules
17. Copy of the Organic Law of the Department of Education of Puerto Rico (Law #85)
18. Professional development certificates (workshops)
19. Student Professional Assessments (if available)



Liability Waiver for the Selection of the Center for the Clinical and Practical Experience

Date

I, _____, student number _____, hereby certify that I received orientation regarding the process of selecting a practice center for my clinical and practical experience. I understand that field experiences cannot be conducted in private schools that are not accredited by the Department of Education in Puerto Rico and the Board of Postsecondary Institutions (JIP), including night schools, Saturday schools, Head Start centers, or any other education center that does not operate under the mainstream of the Department of Education in Puerto Rico or is not approved by it. I understand that I can complete my field experience in any other education center, but only in regular schools certified by the Department of Education in Puerto Rico or authorized private schools eligible to obtain the school principal certificate offered by the Department of Education in Puerto Rico.

I recognize the importance of having open and effective lines of communication with my practice coordinator throughout my practice at the center. However, I understand that neither NUC University nor the practice-coordinating professor can interfere with the decisions and additional requirements requested by the Department of Education in Puerto Rico for granting the school principal certificate. Furthermore, I understand that being enrolled in the EDUC 6015 and EDUC 6035 courses does not guarantee that I will obtain the school principal license if I do not meet all the requirements established by the JIP.

For additional information, you can contact the Graduate Program in Education at (787) 331-9400.

Practice Coordinating Professor

Student Signature



Cover Letter to the Center for the Clinical and Practical Experience

Date

Insurance No. _____

Dear Principal:

Greetings. NUC University is honored to receive the collaboration and participation of your institution as a center for clinical and practical experiences. Our students need to validate the competencies acquired in their studies to practice as professionals in the educational leadership field.

_____ is an active student at NUC University, in our Master's Degree in Education with Major in Educational Leadership. As part of the student's academic training, he/she must complete 105 hours of clinical and practical experience, of which he/she would complete ___ in your institution. In this practice, students will have the opportunity to develop various activities designed to expand, integrate, and apply their knowledge. During this process, you and the practice-coordinating professor will assess the student. The professor will contact you in the next weeks to discuss further details.

It is important to maintain an open and effective line of communication. We appreciate the opportunity to share this experience within your institution and, at the same time, collaborate in the formation of educational leaders for the 21st century. We are at your service and look forward to collaborating with you and your institution in whatever is needed.

If you need additional information, you can contact the Graduate Program in Education at (787) 331-9400, ext. _____, Online Division.

Thank you for your collaboration,

Practice Coordinating Professor



Certification of Student Acceptance to the Center for the Clinical and Practical Experience

I hereby certify that the student _____ has been accepted at _____ located in _____, Puerto Rico. This student will be conducting his/her clinical and practical experience for an amount of ____ hours as a partial requirement of the EDUC _____ course.

Cooperative Principal

Clinical and Practical Experience
Coordinator

Student

Date

Institution Stamp



NUC UNIVERSITY
Graduate Program in Education

Teacher's Letter of Collaboration

Date: _____

Professor: _____

Teacher of: _____

School: _____

Located at: _____

Dear _____

_____ is a candidate for the Master's Degree in Education with Major in Educational Leadership at NUC University. As part of the requirements to obtain the degree, the student will interview the school staff and will observe the school organization and climate.

I, _____, will be of assistance in the interview conducted by _____ as part of the requirements to obtain the Master's Degree in Education with Major in Educational Leadership. With my signature, I hereby certify that:

1. I have been informed and it has been explained to me the purpose of the interview to the school staff, and the observation of the school organization and climate.
2. I have been informed that the participation in the interview is voluntary and there will be no penalty for refusing to participate or leaving at any time. Nor will I be remunerated in any way for my participation.
3. I have been informed that the interview will not entail any physical or emotional risk to any of the participants, but, should any adverse situation arise from it, I will be informed and referred to the relevant individuals.

Name of teacher

Signature

Date



Authorization to Make Up the Hours of the Clinical and Practical Experience

Clinical and Practical Experience Period		
Term: _____		Academic Year: _____
Name: _____		Student No.: _____
Phone No.: _____		Cellphone No.: _____
E-mail: _____		
By mutual consent, I plan to make up the time I have been absent from my practice on the following date:		
Justification of Absence:		
<input type="checkbox"/> Tardiness	<input type="checkbox"/> Absence	<input type="checkbox"/> Early departure
Check-in time:	Check-out time:	Time absent:
Justification of the absence, tardiness, or early departure from the practice:		
If I do not make up for the days and hours mentioned before, I will have to request the practice coordinator for an Incomplete in the course. Failing to do so will result in failing the course.		
Student Signature:		Date:
Cooperative Principal or Facilitator Signature:		Date:
Clinical and Practical Experience Coordinator Signature:		Date:
The student should attach evidence if necessary.		



**Reflective Journal of
 Clinical and Practical Experience**

Name:		Revised:
Date:		
Practice Center:		_____ <i>Coordinating Professor</i>
<i>Summary of the day</i>	<i>Draft a clear writing in which you reflect on the concepts you worked with, as well as on your ideas, interests, impressions, or beliefs regarding the practice process carried out today.</i>	
Student Signature: _____		
Cooperative Principal Signature: _____		



Report of Recommendations from the Cooperative Principal to the Student

Clinical and Practical Experience Period		
Term: _____		Academic Year: _____
Name: _____		Student No.: _____
Phone No.: _____		Cellphone No.: _____
<input type="checkbox"/> Initial	<input type="checkbox"/> Follow-up	<input type="checkbox"/> Final
Recommendations for the student:		
Follow-up issues:		
Signatures:		
_____ Cooperative Principal	_____ Student	_____ Coordinating Professor
Observations from the professor:		



Report of Visit from the Coordinator of the Clinical and Practical Experience

Clinical and Practical Experience Period		
Term: _____	Academic Year: _____	
Name: _____	Student No.: _____	
Phone No.: _____	Cellphone No.: _____	
<input type="checkbox"/> Initial	<input type="checkbox"/> Follow-up	<input type="checkbox"/> Other: _____ <input type="checkbox"/> Final Assessment
Visit findings:		
Recommendations:		
Follow-up issues from the previous visit:		
Signatures:		
_____ Clinical and Practical Experience Coordinator	_____ Student	_____ Cooperative Principal



**Report of Recommendations from the Cooperative Principal
on the Clinical and Practical Experience Process**

Clinical and Practical Experience Period	
Term: _____	Academic Year: _____
Principal's Name: _____	
School: _____	Phone No.: _____
E-mail: _____	Date: _____
Strengths of the clinical and practical experience process:	
Areas of opportunity for continuous improvement of the clinical and practical experience process:	
Additional recommendations:	
Signatures:	
_____ Cooperative Principal	_____ Clinical and Practical Experience Coordinator



Acknowledgment Receipt of the *Manual for the Clinical and Practical Experience in the Educational Scenario*

Student

I, _____, student from the Graduate Program in Education with Major in Educational Leadership at NUC University, student number _____, hereby certify that I have received a copy of the *Manual for the Clinical and Practical Experience in the Educational Scenario*. I agree to comply with the rules stipulated therein.

Student Signature

Date

Practice Coordinator Signature

Date

Once this document is signed, the practice coordinator will retain this page as evidence that this document was submitted.



Acknowledgment Receipt of the *Manual for the Clinical and Practical Experience in the Educational Scenario*

Cooperative Principal

I, _____ cooperative principal for the Graduate Program in Education with Major in Educational Leadership from NUC University, hereby certify that I have received copy of the *Manual for the Clinical and Practical Experience in the Educational Scenario*, and I agree to comply with the rules established herein regarding my role as a cooperative principal.

Cooperative Principal Signature

Date

Practice Coordinator Signature

Date

Once this document is signed, the practice coordinator will retain this page as evidence that this document was submitted.



Liability Waiver for Taking Photos and Video

Name: _____
Phone No.: _____
Address: _____
E-mail: _____

I hereby authorize NUC University to use my image or testimonials in their promotional pieces. I am aware that my participation in said promotions is free and I certify that I will not charge anything for it in a future, neither to NUC University nor to any of its associates.

Participant's Signature

Date

NUC University's Representative Signature

Date



Assessment Rubric for the Portfolio of the Clinical and Practical Experience

EDUC 6015

Criteria	Excellent 5 pts.	Good 4 pts.	Average 3.5 pts.	Limited 3 pts.	Deficient 2.5 pts.	Does not comply 0 pts.
Portfolio Presentation: Cover Page and Table of Contents	The cover page completely identifies the required personal information. The table of contents thoroughly and clearly lists the files that make up the portfolio.	The cover page satisfactorily identifies the required personal information. The table of contents satisfactorily and clearly lists the files that make up the portfolio.	The cover page partially identifies the required personal information. The table of contents acceptably lists the files that make up the portfolio.	The cover page insufficiently identifies the required personal information. The table of contents irregularly lists the files that make up the portfolio.	The cover page scarcely identifies the required personal information. The table of contents is inadequate.	Does not comply or did not turn in the assignment.
Self-Presentation	Completely and thoroughly presents relevant information regarding the student's development and personal and professional competencies, aligning it with the purpose of the portfolio.	Satisfactorily presents relevant information regarding the student's development and personal and professional competencies, aligning most of it with the purpose of the portfolio.	Presents partial information regarding the student's development and personal and professional competencies, partially aligning it with the purpose of the portfolio.	Presents minimal information regarding the student's development and personal and professional competencies, vaguely aligning it with the purpose of the portfolio.	Scarcely presents relevant information regarding the student's development and personal and professional competencies, and does not align it with the purpose of the portfolio.	Does not comply or did not turn in the assignment.
Introduction <ul style="list-style-type: none">▪ Purpose or objectives and vision of the portfolio	The introduction presents the purpose or objectives and the vision of the portfolio in a completely clear, precise, and relevant way.	The introduction presents the purpose or objectives and the vision of the portfolio in a satisfactorily clear, precise, and relevant way.	The introduction partially presents the purpose or objectives and the vision of the portfolio.	The introduction insufficiently presents the purpose or objectives and the vision of the portfolio.	The introduction scarcely presents the purpose or objectives and the vision of the portfolio.	Does not comply or did not turn in the assignment.



<p>Introduction:</p> <ul style="list-style-type: none"> Selection of the student's work during the clinical and practical experience. 	Identifies the work selected for including in the portfolio, demonstrating an exceptional ability to include works that display the student's learning experiences.	Identifies the work selected for including in the portfolio, demonstrating an accurate ability to include works that display the student's learning experiences.	Identifies the work selected for including in the portfolio, demonstrating a partial ability to include works that display the student's learning experiences.	Identifies the work selected for including in the portfolio, demonstrating a poor ability to include works that display the student's learning experiences.	Identifies the work selected for including in the portfolio, demonstrating a lack of ability to include works that display the student's learning experiences.	Does not comply or did not turn in the assignment.
<p>Body:</p> <ul style="list-style-type: none"> Analysis of works and their contribution to learning. 	Presents an exceptional analysis of the works, thoroughly explaining how each one contributes to the learning process.	Presents a satisfactory analysis of the works, adequately explaining how each one contributes to the learning process.	Presents a general analysis of the works, acceptably explaining how each one contributes to the learning process.	Presents a poor analysis of the works, vaguely explaining how each one contributes to the learning process.	Presents a scarce analysis of the works, inadequately explaining how each one contributes to the learning process.	Does not comply or did not turn in the assignment.
<p>Body:</p> <ul style="list-style-type: none"> Comments on personal strengths and weaknesses as an educational leader that the student was able to identify during the experience. 	Thoroughly and relevantly discusses the strengths and weaknesses identified, with relevant and accurate explanations.	Satisfactorily discusses the strengths and weaknesses identified, with relevant and sensible explanations.	Generally discusses the strengths and weaknesses identified, with acceptable explanations.	Superficially discusses the strengths and weaknesses identified, with insufficient explanations.	Scarcely discusses the strengths and weaknesses identified, with no explanations or a few unacceptable ones.	Does not comply or did not turn in the assignment.
<p>Body:</p> <ul style="list-style-type: none"> Recommendations Plan 	Develops a thorough plan with useful and creative suggestions on how to attend to areas of opportunity detected at the practice center.	Develops an adequate plan with accurate suggestions on how to attend to areas of opportunity detected at the practice center.	Develops an acceptable plan with general suggestions on how to attend to areas of opportunity detected at the practice center.	Develops a poor plan with insufficient suggestions on how to attend to areas of opportunity detected at the practice center.	Develops an inadequate plan with scarce suggestions on how to attend to areas of opportunity detected at the practice center.	Does not comply or did not turn in the assignment.



Body <ul style="list-style-type: none"> Comments on relevant experiences in the reflective journal. 	Discusses experiences recorded in the reflective journal, correctly highlighting in detail their relevance and contribution to the learning process.	Discusses experiences recorded in the reflective journal, adequately highlighting their relevance and contribution to the learning process.	Discusses experiences recorded in the reflective journal, moderately highlighting their relevance and contribution to the learning process.	Discusses experiences recorded in the reflective journal, minimally highlighting their relevance and contribution to the learning process.	Barely discusses experiences recorded in the reflective journal, and is unable to establish their relevance or contribution to the learning process.	Does not comply or did not turn in the assignment.
Criteria	Excellent 8 pts.	Good 7 pts.	Average 6 pts.	Limited 5 pts.	Deficient 4 pts.	Does not comply 0 pts.
Conclusion: <ul style="list-style-type: none"> Contributions of the content 	Thoroughly explains how the student's assignments, evaluations, and activities make a difference and promote change within the academic community.	Satisfactorily explains how the student's assignments, evaluations, and activities make a difference and promote change within the academic community.	Partially explains how the student's assignments, evaluations, and activities make a difference and promote change within the academic community.	Poorly explains how the student's assignments, evaluations, and activities make a difference and promote change within the academic community.	Scarcely explains whether the student's assignments, evaluations, and activities make a difference.	Does not comply or did not turn in the assignment.
Conclusion: <ul style="list-style-type: none"> Final Reflection 	Provides a deep and comprehensive reflection on the primary lessons learned during the student's practice, the most significant experience, and the growth that happened in the process.	Provides a satisfactory reflection on the primary lessons learned during the student's practice, the most significant experience, and the growth that happened in the process.	Provides a partial reflection on the primary lessons learned during the student's practice, the most significant experience, and the growth that happened in the process.	Provides an insufficient and poor reflection on the primary lessons learned during the student's practice, the most significant experience, and the growth in the process.	Barely provides a reflection on the primary lessons learned during the student's practice, the most significant experience, and the growth that happened in the process.	Does not comply or did not turn in the assignment.
Criteria	Excellent 4 pts.	Good 3.5 pts.	Average 3 pts.	Limited 2.5 pts.	Deficient 2 pts.	Does not comply 0 pts.
Content:	Includes in the portfolio all the evidence required in the practice manual.	Includes in the portfolio most of the evidence required in the practice manual.	Includes in the portfolio part of the evidence required in the practice manual.	Includes in the portfolio little of the evidence required in the practice manual.	Includes in the portfolio a minimal amount the evidence required in the practice manual.	Does not comply or did not turn in



<ul style="list-style-type: none"> Submission of required documents 						the assignment.
Submission: <ul style="list-style-type: none"> Sheet of Attendance to the Center of Clinical and Practical Experience (6035009) 	Includes in the portfolio the document that evidences the number of hours the student attended the practice center.					Does not include the required attendance sheet.
Submission: <ul style="list-style-type: none"> Cooperative Principal's Assessment of the Student's Clinical and Practical Experience 	Submits the final assessment of the cooperative principal with the corresponding signatures.					Does not include the required evaluation sheet.
Portfolio Organization	Demonstrates an exceptional ability to organize the content (assignments, evaluations, and activities).	Demonstrates a satisfactory ability to organize the content (assignments, evaluations, and activities).	Demonstrates a partial ability to organize the content (assignments, evaluations, and activities).	Demonstrates minimal ability to organize the content (assignments, evaluations, and activities).	The portfolio is barely organized.	Does not comply or did not turn in the assignment.
Use of Technology	The format presented reflects complete proficiency in the tools current technology offers.	The format presented reflects satisfactory proficiency in the tools current technology offers.	The format presented reflects partial proficiency in the tools current technology offers.	The format presented reflects insufficient ability to use the tools current technology offers.	The format presented reflects scarce and unacceptable ability to use the tools current technology offers.	Does not comply or did not turn in the assignment.
Written Communication	Writes using complete sentences in which all the content is logical, coherent, and relevant. Makes exceptional use	Writes using complete sentences in which most of the content is logical, coherent, and relevant. Makes acceptable use	Writes some complete sentences in which the content is satisfactory but insufficient. Makes adequate use of	Writes incomplete sentences. Uses language, spelling, and morphosyntax in an irregular way. Several	Does not make proper use of sentence structure. Use of language, spelling, and morphosyntax is poor.	Does not comply or did not turn in the assignment.



	of language, spelling, and morphosyntax.	of language, spelling, and morphosyntax, but some mistakes (1-3) are present.	language, spelling, and morphosyntax, but some mistakes (4-6) are present.	mistakes (7-9) are present.	Ten (10) or more mistakes are present.	
References in APA Style (Citations, paraphrasing, references)	All references used are relevant to the topic and come from professional and academic sources. Uses APA style correctly to include direct and indirect citations, paraphrase arguments, and write references.	Most of the references used are relevant to the topic and come from professional and academic sources. Uses APA style satisfactorily to include direct and indirect citations, paraphrase arguments, and write references, but fails in minor formatting elements (periods, commas, italics, parentheses, etc.).	Part of the references used are relevant to the topic and come from professional and academic sources. Makes general use of APA style, but with errors in formatting the citations (distinction between direct and indirect quotations, paraphrasing, references within the text) or with incorrect or omitted data in the reference elements (author, title, date, edition, publisher, etc.).	Very few of the references are from relevant sources and uses APA style poorly to include direct and indirect citations, paraphrase arguments, and write references.	The references are barely relevant or come from professional or academic sources. Scarcely or incorrectly uses APA style to include direct and indirect citations, paraphrase arguments, and write references.	Does not comply or did not turn in the assignment.

Portfolio Grade: _____

Practice Coordinator Signature

Student Signature



**Rubric for the Cooperative Principal's Assessment of the
Student's Clinical and Practical Experience**

EDUC 6015

Name: _____

Student No.: _____

Practice Center Name: _____

Cooperative Principal: _____

Clinical and Practical Experiences Coordinator: _____

Assessment Date: _____

Area:

Analytical skills and ability (Competency #1)

Organizational and instructional leadership (Competency #2)

Effective communication (Competency #3)

Professional leadership (Competency #4)

Knowledge of the subject (Competency #5)

Ethical performance (Competency #6)

Professional development (Competency #7)

Total

Maximum Points	Points Earned	%
16		
16		
16		
16		
20		
20		
16		
120		

The student's score will be averaged to get the percent.

Scale	Professional execution	Grade
- 100–90 %	Excellent	A
- 89–80 %	Good	B
- 79–70 %	Average	C
- 69–60 %	Limited	D
- 59–0 %	Deficient	F



**Guide for the Assessment of Clinical and Practical Experiences
EDUC 6015
(Competency 1)**

This document includes seven (7) areas for assessing the work done by the practicing principal.

INSTRUCTIONS FOR THE COOPERATIVE PRINCIPAL:

Make a check mark (✓) to indicate how the principal candidate performs the tasks or possesses the qualities specified in this evaluation document.

Excellent = **4 points**
Good = **3.5 points**
Average = **3 points**
Limited = **2.5 points**

Analytical Skills and Ability Alternatives	Criteria			
	Excellent (4)	Good (3.5)	Average (3)	Limited (2.5)
1. Demonstrates knowledge of the school's mission and vision .				
2. Reviews and analyzes the organization's work plans. Implements action plans to achieve his/her goals.				
3. Demonstrates and analyzes staff supervision processes.				
4. Evidences and analyzes laws, regulations, memoranda, public policies, and procedures that govern the organization process in an institution.				
Total				

Comments:

Cooperative Principal Signature

Student Signature

Practice Coordinator Signature

Date



Guide for the Assessment of Clinical and Practical Experiences
EDUC 6015
(Competency 2)

Student Name: _____

Organizational Leadership	Criteria			
Alternatives	Excellent (4)	Good (3.5)	Average (3)	Limited (2.5)
1. Collaborates in the development of a comprehensive, rigorous, and coherent curriculum program.				
2. Contributes to the development of the instructional and leadership skills of the staff.				
3. Masters the assessment and accountability system to monitor student progress.				
4. Promotes the use of the most effective and appropriate technologies to support the teaching-learning process.				
Total				

Comments:

 Cooperative Principal Signature

 Student Signature

 Practice Coordinator Signature

 Date



Guide for the Evaluation of Clinical and Practical Experiences
EDUC 6015
(Competency 3)

Student Name: _____

Effective Communication	Criteria			
Alternatives	Excellent (4)	Good (3.5)	Average (3)	Limited (2.5)
1. Communicates clearly, effectively, and assertively with colleagues, administrative staff, and the general public.	—			
2. Demonstrates linguistic correctness in the drafting of letters, documents, or presentations.				
3. Listens carefully, analyzes answers, and evaluates the questions brought up to him/her.				
4. Effectively argues his/her impressions of matters under discussion.				
Total				

Comments:

 Cooperative Principal Signature

 Student Signature

 Practice Coordinator Signature

 Date



Guide for the Evaluation of Clinical and Practical Experiences
EDUC 6015
(Competency 4)

Student Name: _____

Professional Leadership	Criteria			
Alternatives	Excellent (4)	Good (3.5)	Average (3)	Limited (2.5)
1. Reviews the school or institution's work plans.				
2. Collaborates with his/her ideas in the effective alignment and use of human, fiscal, and technological resources.				
3. Reviews the organization of the institution and verifies that each employee or teacher is focused on supporting a quality teaching-learning process.				
4. Participates in meetings and other professional activities when convened.				
Total				

Comments:

 Cooperative Principal Signature

 Student Signature

 Practice Coordinator Signature

 Date



Guide for the Evaluation of Clinical and Practical Experiences
EDUC 6015
(Competency 5)

Student Name: _____

Knowledge of the Subject	Criteria			
Alternatives	Excellent (4)	Good (3.5)	Average (3)	Limited (2.5)
1. Demonstrates knowledge of relevant theories in his/her field of work and applies them.				
2. Fulfills his/her academic tasks with applicability in practice.				
3. Collaborates with teachers and staff at the institution in the preparation of teaching materials.				
4. Promotes innovative supervising and academic ideas for the benefit of the organization.				
5. Provides guidance to teachers or school staff in the development of administrative or academic skills.				
Total				

Comments:

 Cooperative Principal Signature

 Student Signature

 Practice Coordinator Signature

 Date



Guide for the Evaluation of clinical and Practical Experiences
EDUC 6015
(Competency 6)

Student Name: _____

Ethical Performance	Criteria			
Alternatives	Excellent (4)	Good (3.5)	Average (3)	Limited (2.5)
1. Organizes and participates in educational community or school activities.				
2. Maintains an attitude of respect for members of the school community.				
3. Models the principles of thoughtful practice, transparency, and ethical behavior.				
4. Considers and evaluates the potential moral and legal consequences in decision-making.				
5. Models and meets the professional and ethical standards that govern the profession.				
Total				

Comments:

 Cooperative Principal Signature

 Student Signature

 Practice Coordinator Signature

 Date



Guide for the Evaluation of Clinical and Practical Experiences
EDUC 6015
(Competency 7)

Student Name: _____

Professional Performance	Criteria			
Alternatives	Excellent (4)	Good (3.5)	Average (3)	Limited (2.5)
1. Participates in seminars and workshops related to the profession.				
2. Attends to the practice center regularly and on time.				
3. Shares innovative ideas regarding education with the staff.				
4. Accepts the recommendations and suggestions made by the cooperative principal.				
Total				

Comments:

 Cooperative Principal Signature

 Student Signature

 Practice Coordinator Signature

 Date



Assessment Rubric for the Portfolio of Clinical and Practical Experiences

EDUC 6035

Criteria	Excellent 5 pts.	Good 4 pts.	Average 3.5 pts.	Limited 3 pts.	Deficient 2.5 pts.	Does not comply 0 pts.
Portfolio Presentation: Cover Page and Table of Contents	The cover page completely identifies the required personal information. The table of contents thoroughly and clearly lists the files that make up the portfolio.	The cover page satisfactorily identifies the required personal information. The table of contents satisfactorily and clearly lists the files that make up the portfolio.	The cover page partially identifies the required personal information. The table of contents acceptably lists the files that make up the portfolio.	The cover page insufficiently identifies the required personal information. The table of contents irregularly lists the files that make up the portfolio.	The cover page scarcely identifies the required personal information. The table of contents is inadequate.	Does not comply or did not turn in the assignment.
Self-Presentation	Completely and thoroughly presents relevant information regarding the student's development and personal and professional competencies, aligning it with the purpose of the portfolio.	Satisfactorily presents relevant information regarding the student's development and personal and professional competencies, aligning most of it with the purpose of the portfolio.	Presents partial information regarding the student's development and personal and professional competencies, partially aligning it with the purpose of the portfolio.	Presents minimal information regarding the student's development and personal and professional competencies, vaguely aligning it with the purpose of the portfolio.	Scarcely presents relevant information regarding the student's development and personal and professional competencies, and does not align it with the purpose of the portfolio.	Does not comply or did not turn in the assignment.
Introduction <ul style="list-style-type: none"> ▪ Purpose or objectives and vision of the portfolio 	The introduction presents the purpose or objectives and the vision of the portfolio in a completely clear, precise, and relevant way.	The introduction presents the purpose or objectives and the vision of the portfolio in a satisfactorily clear, precise, and relevant way.	The introduction partially presents the purpose or objectives and the vision of the portfolio.	The introduction insufficiently presents the purpose or objectives and the vision of the portfolio.	The introduction scarcely presents the purpose or objectives and the vision of the portfolio.	Does not comply or did not turn in the assignment.
Introduction:	Identifies the work selected for including in the portfolio,	Identifies the work selected for including in the portfolio,	Identifies the work selected for including in the portfolio,	Identifies the work selected for including in the portfolio,	Identifies the work selected for including in the portfolio,	Does not comply or did not turn



<ul style="list-style-type: none"> Selection of the student's work during the clinical and practical experience. 	demonstrating an exceptional ability to include works that display the student's learning experiences.	demonstrating an accurate ability to include works that display the student's learning experiences.	demonstrating a partial ability to include works that display the student's learning experiences.	demonstrating a poor ability to include works that display the student's learning experiences.	demonstrating a lack of ability to include works that display the student's learning experiences.	in the assignment.
Body: <ul style="list-style-type: none"> Analysis of works and their contribution to learning. 	Presents an exceptional analysis of the works, thoroughly explaining how each one contributes to the learning process.	Presents a satisfactory analysis of the works, adequately explaining how each one contributes to the learning process.	Presents a general analysis of the works, acceptably explaining how each one contributes to the learning process.	Presents a poor analysis of the works, vaguely explaining how each one contributes to the learning process.	Presents a scarce analysis of the works, inadequately explaining how each one contributes to the learning process.	Does not comply or did not turn in the assignment.
Body: <ul style="list-style-type: none"> Comments on personal strengths and weaknesses as an educational leader that the student was able to identify during the experience. 	Thoroughly and relevantly discusses the strengths and weaknesses identified, with relevant and accurate explanations.	Satisfactorily discusses the strengths and weaknesses identified, with relevant and sensible explanations.	Generally discusses the strengths and weaknesses identified, with acceptable explanations.	Superficially discusses the strengths and weaknesses identified, with insufficient explanations.	Scarcely discusses the strengths and weaknesses identified, with no explanations or a few unacceptable ones.	Does not comply or did not turn in the assignment.
Body: <ul style="list-style-type: none"> Recommendations Plan 	Develops a thorough plan with useful and creative suggestions on how to attend to areas of opportunity detected at the practice center.	Develops an adequate plan with accurate suggestions on how to attend to areas of opportunity detected at the practice center.	Develops an acceptable plan with general suggestions on how to attend to areas of opportunity detected at the practice center.	Develops a poor plan with insufficient suggestions on how to attend to areas of opportunity detected at the practice center.	Develops an inadequate plan with scarce suggestions on how to attend to areas of opportunity detected at the practice center.	Does not comply or did not turn in the assignment.
Body <ul style="list-style-type: none"> Comments on relevant experiences in the reflective journal. 	Discusses experiences recorded in the reflective journal, correctly highlighting in detail their relevance and contribution to the learning process.	Discusses experiences recorded in the reflective journal, adequately highlighting their relevance and contribution to the learning process.	Discusses experiences recorded in the reflective journal, moderately highlighting their relevance and contribution to the learning process.	Discusses experiences recorded in the reflective journal, minimally highlighting their relevance and contribution to the learning process.	Barely discusses experiences recorded in the reflective journal, and is unable to establish their relevance or contribution to the learning process.	Does not comply or did not turn in the assignment.



Criteria	Excellent 8 pts.	Good 7 pts.	Average 6 pts.	Limited 5 pts.	Deficient 4 pts.	Does not comply 0 pts.
Conclusion: <ul style="list-style-type: none"> Contributions of the content 	Thoroughly explains how the student's assignments, evaluations, and activities make a difference and promote change within the academic community.	Satisfactorily explains how the student's assignments, evaluations, and activities make a difference and promote change within the academic community.	Partially explains how the student's assignments, evaluations, and activities make a difference and promote change within the academic community.	Poorly explains how the student's assignments, evaluations, and activities make a difference and promote change within the academic community.	Scarcely explains whether the student's assignments, evaluations, and activities make a difference.	Does not comply or did not turn in the assignment.
Conclusion: <ul style="list-style-type: none"> Final Reflection 	Provides a deep and comprehensive reflection on the primary lessons learned during the student's practice, the most significant experience, and the growth that happened in the process.	Provides a satisfactory reflection on the primary lessons learned during the student's practice, the most significant experience, and the growth that happened in the process.	Provides a partial reflection on the primary lessons learned during the student's practice, the most significant experience, and the growth that happened in the process.	Provides an insufficient and poor reflection on the primary lessons learned during the student's practice, the most significant experience, and the growth in the process.	Barely provides a reflection on the primary lessons learned during the student's practice, the most significant experience, and the growth that happened in the process.	Does not comply or did not turn in the assignment.
Criteria	Excellent 4 pts.	Good 3.5 pts.	Average 3 pts.	Limited 2.5 pts.	Deficient 2 pts.	Does not comply 0 pts.
Content: <ul style="list-style-type: none"> Submission of required documents 	Includes in the portfolio all the evidence required in the practice manual.	Includes in the portfolio most of the evidence required in the practice manual.	Includes in the portfolio part of the evidence required in the practice manual.	Includes in the portfolio little of the evidence required in the practice manual.	Includes in the portfolio a minimal amount the evidence required in the practice manual.	Does not comply or did not turn in the assignment.
Submission: <ul style="list-style-type: none"> Sheet of Attendance to the Center of Clinical and Practical 	Includes in the portfolio the document that evidences the student completed the 75 hours of practice at the center.					Does not include the required attendance sheet.



Experience (6035009)						
Submission: <ul style="list-style-type: none"> Cooperative Principal's Assessment of the Student's Clinical and Practical Experience 	Submits the final assessment of the cooperative principal with the corresponding signatures.					Does not include the required evaluation sheet.
Submission: <ul style="list-style-type: none"> Submission of Integrative Activities 	Includes in the portfolio acceptable evidence of integrative activities.					Does not include evidence of integrative activities.
Portfolio Organization	Demonstrates an exceptional ability to organize the content (assignments, evaluations, and activities).	Demonstrates a satisfactory ability to organize the content (assignments, evaluations, and activities).	Demonstrates a partial ability to organize the content (assignments, evaluations, and activities).	Demonstrates minimal ability to organize the content (assignments, evaluations, and activities).	The portfolio is barely organized.	Does not comply or did not turn in the assignment.
Use of technology	The format presented reflects complete proficiency in the tools current technology offers.	The format presented reflects satisfactory proficiency in the tools current technology offers.	The format presented reflects partial proficiency in the tools current technology offers.	The format presented reflects insufficient ability to use the tools current technology offers.	The format presented reflects scarce and unacceptable ability to use the tools current technology offers.	Does not comply or did not turn in the assignment.
Written Communication	Writes using complete sentences in which all the content is logical, coherent, and relevant. Makes exceptional use of language, spelling, and morphosyntax.	Writes using complete sentences in which most of the content is logical, coherent, and relevant. Makes acceptable use of language, spelling, and morphosyntax, but some mistakes (1-3) are present.	Writes some complete sentences in which the content is satisfactory but insufficient. Makes adequate use of language, spelling, and morphosyntax, but some mistakes (4-6) are present.	Writes incomplete sentences. Uses language, spelling, and morphosyntax in an irregular way. Several mistakes (7-9) are present.	Does not make proper use of sentence structure. Use of language, spelling, and morphosyntax is poor. Ten (10) or more mistakes are present.	Does not comply or did not turn in the assignment.



References in APA Style (Citations, paraphrasing, references)	All references used are relevant to the topic and come from professional and academic sources. Uses APA style correctly to include direct and indirect citations, paraphrase arguments, and write references.	Most of the references used are relevant to the topic and come from professional and academic sources. Uses APA style satisfactorily to include direct and indirect citations, paraphrase arguments, and write references, but fails in minor formatting elements (periods, commas, italics, parentheses, etc.).	Part of the references used are relevant to the topic and come from professional and academic sources. Makes general use of APA style, but with errors in formatting the citations (distinction between direct and indirect quotations, paraphrasing, references within the text) or with incorrect or omitted data in the reference elements (author, title, date, edition, publisher, etc.).	Very few of the references are from relevant sources and uses APA style poorly to include direct and indirect citations, paraphrase arguments, and write references.	The references are barely relevant or come from professional or academic sources. Scarcely or incorrectly uses APA style to include direct and indirect citations, paraphrase arguments, and write references.	Does not comply or did not turn in the assignment.
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Portfolio Grade: _____

Practice Coordinator Signature

Student Signature



Rubric for the Cooperative Principal's Assessment of the Student's Clinical and Practical Experiences

EDUC 6035

Name: _____

Student No.: _____

Practice Center Name: _____

Cooperative Principal: _____

Clinical and Practical Experiences Coordinator: _____

Assessment Date: _____

Area:

Analytical skills and ability (Competency #1)

Organizational and instructional leadership (Competency #2)

Effective communication (Competency #3)

Professional leadership (Competency #4)

Knowledge of the subject (Competency #5)

Ethical performance (Competency #6)

Professional development (Competency #7)

Total

Maximum Points	Points Earned	%
20		
20		
20		
20		
24		
24		
24		
152		

The student's score will be averaged to get the percent.

Scale	Professional execution	Grade
- 100–90 %	Excellent	A
- 89–80 %	Good	B
- 79–70 %	Average	C
- 69–60 %	Limited	D
- 59–0 %	Deficient	F



**Guide for the Evaluation of Clinical and Practical Experiences
EDUC 6035
(Competency 1)**

This document includes seven (7) areas for the assessment of the work done by the practicing principal.

INSTRUCTIONS FOR THE COOPERATIVE PRINCIPAL:

Make a check mark (✓) to indicate how the principal candidate performs the tasks or possesses the qualities specified in this evaluation document.

Excellent = **4 points**
Good = **3.5 points**
Average = **3 points**
Limited = **2.5 points**

Analytical Skills and Ability Alternatives	Criteria			
	Excellent (4)	Good (3.5)	Average (3)	Limited (2.5)
1. Demonstrates knowledge of the school's vision and mission.				
2. Reviews and analyzes the organization's work plans. Implements action plans to achieve his/her goals.				
3. Demonstrates and analyzes staff supervision processes.				
4. Complies with and analyzes laws, regulations, memoranda, public policies, and procedures that govern the organization process in an institution.				
5. Plans and evaluates the school's needs correctly.				
Total				

Comments:

Cooperative Principal Signature

Student Signature

Practice Coordinator Signature

Date



Guide for the Evaluation of Clinical and Practical Experiences
EDUC 6035
(Competency 2)

Student Name: _____

Organizational Leadership	Criteria			
Alternatives	Excellent (4)	Good (3.5)	Average (3)	Limited (2.5)
1. Collaborates in the development of a comprehensive, rigorous, and coherent curriculum program.				
2. Contributes to the development of the instructional and leadership skills of the staff.				
3. Masters the assessment and accountability system to monitor student progress.				
4. Promotes the use of the most effective and appropriate technologies to support the teaching-learning process.				
5. Promotes the development of a learning community.				
Total				

Comments:

 Cooperative Principal Signature

 Student Signature

 Practice Coordinator Signature

 Date



Guide for the evaluation of clinical and Practical Experiences
EDUC 6035
(Competency 3)

Student Name: _____

Effective Communication	Criteria			
Alternatives	Excellent (4)	Good (3.5)	Average (3)	Limited (2.5)
1. Communicates clearly, effectively, and assertively with colleagues, administrative staff, and the general public.				
2. Demonstrates linguistic correctness in the drafting of letters, documents, or presentations.				
3. Listens carefully, analyzes answers, and evaluates the questions brought up to him/her.				
4. Effectively argues his/her impressions of matters under discussion.				
5. Establishes communication channels that improve the exchange of ideas in the school.				
Total				

Comments:

 Cooperative Principal Signature

 Student Signature

 Practice Coordinator Signature

 Date



Guide for the Evaluation of Clinical and Practical Experiences
EDUC 6035
(Competency 4)

Student Name: _____

Professional Leadership	Criteria			
Alternatives	Excellent (4)	Good (3.5)	Average (3)	Limited (2.5)
1. Reviews the school or institution's work plans.				
2. Collaborates with his/her ideas in the effective alignment and use of human, fiscal, and technological resources.				
3. Reviews the organization of the institution and verifies that each employee or teacher is focused on supporting a quality teaching-learning process.				
4. Participates in meetings and other professional activities when convened.				
5. Promotes the achievement of the expectations identified on the school campus.				
Total				

Comments:

 Cooperative Principal Signature

 Student Signature

 Practice Coordinator Signature

 Date



Guide for the Evaluation of Clinical and Practical Experiences
EDUC 6035
(Competency 5)

Student Name: _____

Knowledge of the Subject Alternatives	Criteria			
	Excellent (4)	Good (3.5)	Average (3)	Limited (2.5)
1. Demonstrates knowledge of relevant theories in his/her field of work and applies them.				
2. Fulfills his/her academic tasks with applicability in practice.				
3. Collaborates with teachers and staff at the institution in the preparation of teaching materials.				
4. Promotes innovative supervising and academic ideas for the benefit of the organization.				
5. Provides guidance to teachers or school staff in the development of administrative or academic skills.				
6. Demonstrates knowledge of the standards of excellence and the expectations that the school must achieve.				
Total				

Comments:

 Cooperative Principal Signature

 Student Signature

 Practice Coordinator Signature

 Date



Guide for the Evaluation of Clinical and Practical Experiences
EDUC 6035
(Competency 6)

Student Name: _____

Ethical Performance	Criteria			
Alternatives	Excellent (4)	Good (3.5)	Average (3)	Limited (2.5)
1. Organizes and participates in educational community or school activities.				
2. Maintains an attitude of respect for members of the school community.				
3. Models the principles of thoughtful practice, transparency, and ethical behavior.				
4. Considers and evaluates the potential moral and legal consequences in decision-making.				
5. Models and meets the professional and ethical standards that govern the profession.				
6. Reflects on his/her work practices and the impact his/her decisions can have on the school community.				
Total				

Comments:

 Cooperative Principal Signature

 Student Signature

 Practice Coordinator Signature

 Date



Guide for the Evaluation of Clinical and Practical Experiences
EDUC 6035
(Competency 7)

Student Name: _____

Professional Performance Alternatives	Criteria			
	Excellent (4)	Good (3.5)	Average (3)	Limited (2.5)
1. Participates in seminars and workshops related to the profession.				
2. Attends to the practice center regularly and on time.				
3. Shares innovative ideas regarding education with the staff.				
4. Accepts the recommendations and suggestions made by the cooperative principal.				
5. Knows and masters different platforms and programs that will help him/her meet data collection requirements in the future.				
6. Demonstrates the necessary knowledge and skills to comply with the provisions of his/her profession.				
Total				

Comments:

 Cooperative Principal Signature

 Student Signature

 Practice Coordinator Signature

 Date

Reviews:
January 2016
June 2017
August 2019

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Dra. Juanita García
Dr. Rafael J. Sandoval Aponte
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Prof. Karen Morales



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