

MSUM PRACTICUM GUIDE
JOURNAL ENTRY LOG FORM

Name of Student and Practicum Type: Benjamin Fowler - Educational Leadership Practicum

Date and Time	Project Activity	Competencies or Standards Addressed	Reflection	Hours
9/14 – 4/5	Leadership Meeting	A1, A3, A10, B1, B6, C1, C3, H1, H2, I1, I2, K2.	These meetings showcased the true importance of effective communication in a workplace. The communication hierarchy I observed helped with time management and made sure that every staff member was informed. This year especially showed how critical it is for everyone to stay up to speed on any changes. Some of the topics I observed during these meetings included: return-to-learn plans, virtual conferences, community surveys, professional development opportunities and many more. It gave an opportunity for other leaders to express their opinions and bring their teams concerns to the meeting without have to hold a whole staff discussion.	25
11/30 – 4/14	PTO Meeting	A1, B1, B3, B5, C3, F2, K2, L3, L4.	I enjoyed participating in the PTO meetings, because most of the time we interact with parents in person is through conferences. This gave me the opportunity to see our students' parents through a different lens. A few of my takeaways from these meetings was the use of budgeting, fundraising, and seeing the relationship between school staff and the PTO	10

			<p>board. I did acknowledge what the PTO did for our school, but vastly underestimated all of what they help our school do. The fundraising itself accounts for a large majority of the funds we can utilize throughout the year. Our PTO is also organizing classroom and school photos to create our annual yearbook.</p>	
2/11 – 4/6	Administrative Substitute	A1, A2, A9, B1, B4, C3, E3, F1, G6, J1, J3, L1, L2, L6, M1, M2, M3, M4.	<p>Personally, this was my favorite part of my whole practicum experience. I got to feel what life would be like in the shoes of an administrator. The majority of my time substituting was spent as our school’s dean of students. I was able to use problem-solving strategies with staff and students, create meaningful relationships with students I had never met, and coolest part is I got my very own walky-talky.</p> <p>Although this task may not fall under the dean of students job description, I was given the assignment to create a lunchroom seating chart and locker bay flowchart. We were transitioning from hybrid to in-person learning and needed to restructure our layout for social distancing and tracking purposes. This opportunity gave me the chance to collaborate with a colleague that had more experience with specific applications that could generate a spreadsheet for this new layout.</p>	24
9/12 – 4/12	School Board Meeting	A3, A4, A5, A6, A8, C4, D1, E1, G1.	<p>The school board meetings I attended gave me a chance to see the structuring of a district led event. All of the district meetings are held using parliamentary procedure and have a distinct organizational layout. Some of the tasks on the agendas I observed were contract renewal and releases for staff</p>	34

			and external jobs. One connection I made is that these school board meetings are held for a similar reason as our all-staff meetings. It gives leaders from different committees and teams the opportunity to present their findings, so the district can utilize that information.	
9/21 – 3/15	Planning and Development	A2, A5, A6, B2, E1, G1,	<p>I found the planning and development meetings to be the most interesting out of the district meetings. It was exciting to see the new plans and ideas coming to our district and the process behind it all. Most of the conversation regarding the restructuring of old building, construction of new buildings, and financial planning that went into it.</p> <p>Being that the district I teach in is already large and still growing, the budget that comes with it can be overwhelming to think about. With the prior knowledge I took away from ED 636 Policy and Educational Finance, it was easier to understand a lot of the terminology the were using during these meetings.</p>	10
10/29 & 11/10	Community Relations & Advocacy Committee	A1, A4, A5, A6, A8, C4, G3.	Before attending these meetings, I had a preconceived idea of the topics that would be discussed, but the covered a much wider variety of matters. The subject of these meetings involved public funding, decisions that would affect students and families, and the possibility of collaborating with external businesses and school districts.	4
11/8 – 4/8	Governance Committee	A2, A6, B1, D2, D3, E1, J5.	To no surprise, these governance meetings were held by the governing body with the school district. Some of the matters	13

			discussed during the meetings was the legality of a students' education, seeking board approval for alterations of policies and bylaws, and informed stakeholders of these changes. It was interesting to see the overlap of all these committees working together and collaborating with each other.	
3/1	State of the Schools	A3, A4, A6, B2, G1, G7.	<p>I did not know what to expect when accepted the invitation to attend the State of the Schools meetings. I assumed it would be an address from our Superintendent, discussing matters of importance and improvements within our district. Although I was partially correct in my assumption, the meeting transitioned to student led conversations.</p> <p>Several students were given the opportunity to showcase their learning and knowledge they have acquired from extracurriculars and programs they are enrolled in. One student presented some of the skills and abilities he had learned in their JROTC program. Another student talked about how the after-school STEAM program has helped her find a passion to which she will pursue into college.</p> <p>I really enjoyed this meeting, because it gave students a voice in an environment that is usually filled with district administrators. It also gave stakeholders a chance to see how the district is progressing by offering new programs for their students.</p>	2.5
10/26 – 4/2	Morning Walks	A1, B7, C2, C5, F9, G2, K4, M5.	Although my practicum was comprised of a wide variety of experiences and observations, my overall action plan was	40

			<p>tapered to improve the competencies that are complementary to a dean of students position. With that in mind, my primary focus was student behaviors and relationships. Every day I would have 2 – 3 students that I would join for an individual walk in the hallway. I started by building rapport and relationships with these students and then focused more on addressing specific behaviors that they have exhibited in the classroom.</p> <p>This gave me valuable experiences with students outside of grades I have taught. It also gave me the opportunity to collaborate with teachers in different grade levels.</p>	
			Total Hours:	162.5