

SYLLABUS

FOR

PRACTICUM IN SCHOOL LEADERSHIP

EDA 5890

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EASTERN ILLINOIS UNIVERSITY

(Revised Fall 2001)

TABLE OF CONTENTS

Course Description	1
Course Goals, Requirements, Grading, Outline	1
Procedures/Requirements for Entry into Practicum	2
Role of Participants	3
Role of the Practicum Student	3
Role of the Host Administrator	4
Role of the University Supervisor	4
EDA 5890 Requirements	5
Demographic Information	5
Time	5
Logs	5
Activities List	6
Written Reports	6
Required Projects	7
Course Evaluation	8
Evaluation by Host Administrator	8
Evaluation by University Supervisor	8
Levels of Experience	8
Observation	8
Interviews	8
Minor Participation	9
Major Participation	9
Course Delivery	9
Implementation	9
Academic Support	9
Appendices	10
Practicum Application/Agreement	10
Weekly Log Sheet	11
Activities List	12
Checklist	16
Host Administrator's Responsibilities	17
Administrator Evaluation Form	18
Practicum Demographic Form	20

Syllabus
for
Practicum in School Leadership (EDA 5890)
Department of Educational Administration
Eastern Illinois University

1. Course Description

- A. Course Number:** EDA 5890
- B. Title:** Practicum in School Leadership
- C. Credit:** Four semester hours
- D. Short title:** Practicum
- E. Course description:** This course provides students with clinical experiences in educational administration and organization under the direct supervision of a practicing administrator and a university professor.
- F. Prerequisites:**
1. EDA 5600 (Introduction to Organization and Administration)
 2. EDA 5630/40 (Administration and Supervision of the Elementary School/ Administration and Supervision of the Secondary School)
 3. EDA 5700 (Supervision of Instruction)
 4. A minimum of 24 hours toward degree or approval of chairperson

Note: *The practicum should normally be one of the final courses taken in the Master's Degree program.*

2. Course Goals, Requirements, Grading, and Outline

- A. Knowledge Bases:** The knowledge bases upon which this course is built include (a) societal and cultural influences in schooling, (b) teaching and learning processes, (c) school improvement, (d) organizational theory, (e) leadership and management processes and functions, (f) policy studies and politics of education, and (g) moral and ethical dimensions of schooling.

The Learning Model used in this course is primarily the Personal Systems (Developmental) Model. There is a three-way partnership among the student, the university supervisor, and the host administrator. Students assimilate their new administrative experiences into their already existing cognitive structures. Students experience "hands-on" learning, keep logs of their activities, write projects, analyze their work, and reflect on

their experiences. The emphasis is for self-development for successful management, enhanced problem-solving abilities, and strong leadership.

- B. Objectives:** Under the direction of a host administrator and a university professor, students will demonstrate the following:
1. Skills in applying knowledge of administrative practice.
 2. The capability of assuming and performing tasks required for general school building or district administration.
 3. The skills to reflect on and conceptualize roles and responsibilities of the appropriate administrative position.
(NCATE 12.2)

3. Procedures/Requirements for Entry into the Practicum

- A. All candidates must be admitted to a graduate program in the Department of Educational Administration at Eastern Illinois University.
- B. Candidates must be supported by a practicing school administrator who has three years of experience in the area he/she is supervising and must have written approval of the administrator of the host school. An application form to be completed by the candidate and the host school administrator is available in the Educational Administration Department office and can be found on page 10 of this syllabus. (NCATE 12.2)
- C. The practicum is a capstone experience; therefore, it should be one of the final courses taken in the degree program. **The student is officially enrolled for a one-semester, four-credit hour course. However, an orientation with the student's assigned university supervisor will be held during the semester prior to the student's official enrollment in the course. This enables the student to receive guidelines and clarification of expectations. It also enables concentrated time with the host administrator and allows the student to begin the activities. This course requires intense participation in administrative functions and builds upon the clinical experiences required in other educational administration courses in the program.**

Prerequisites for the practicum at the Master's level are EDA 5600 (Introduction to Organization and Administration); EDA 5630/40 (Administration and Supervision of the Elementary School/Administration and Supervision of the Secondary School); and EDA 5700 (Supervision of Instruction).

- D. Applications for the practicum should be received by the Educational Administration Department chair by mid-term of the

semester preceding the semester for which the practicum is requested. In order to ensure placement into the practicum, students should register for the course (EDA 5890) as soon as possible. The practicum is offered in the Fall and/or Spring semesters ONLY.

4. Role of Participants

A. Role of the Practicum Student

1. The role of the practicum student is structured by the university supervisor and the host administrator in conjunction with the practicum student to meet individual needs in a given situation. The student is required to make reports to the university supervisor and host administrator. Visits at the school site provide opportunity for the practicum student and the university supervisor to discuss any concerns that might arise.
2. The practicum requires the student to work under the supervision of a practicing administrator for one semester on an average of eight (8) hours per week (120 total hours required). **An orientation with the student's assigned university supervisor will be held during the semester prior to the student's official enrollment in the course. This enables the student to receive guidelines and clarification of expectations. It also enables concentrated time with the host administrator and allows the student to begin the activities.** Ideally, the student will be assigned a wide range of administrative duties and responsibilities with corresponding authority. Opportunities for the student to assume a leadership role or to participate/observe in the decision making process are encouraged. **(NCATE 12.1, 12.2, 12.3)**
3. Practicum students must take the initiative to broaden their professional experiences. They must be willing to put forth additional time and effort that is not required of other staff members. They must be willing to arrive at school early and leave late. The students should minimize any imposition on the host administrator's time by assisting the host administrator with as many duties as possible.
4. The training of the practicum student is essentially centered around the concept of "learning-by-doing." The training is augmented by meetings and visits by the university supervisor.
5. Practicum students must realize that they may find themselves "in between" teachers and administrators.

It is essential that they keep privileged information confidential.

B. Role of the Host Administrator

1. The role of the host administrator includes recommending individuals for admission to the practicum, on-site supervision for the student, meeting with the university supervisor, assigning administrative duties and tasks, guiding the student, and assessing progress of the student. It is recommended that the host administrator explain the function and duties of the practicum student to the school faculty.
2. The host administrator faces both challenges and opportunities in sponsoring the student. The opportunities lie in being able to make a significant contribution to the field of education, since the student's growth is strongly influenced by the model provided by the host administrator. The challenges lie in the ability of the host administrator to put the student to work in ways that make the student a valuable contributor to the school's operation and, at the same time, provide for the student's mastery of the many important competencies of the administrator. (**NCATE 12.1, 12.2, 12.3**)
3. To facilitate this, the practicum student's experience should include:
 - a. a wide range of activities that help the student become acquainted with all facets of the host administrator's work.
 - b. opportunities to observe the host administrator in a variety of situations, .
 - c. duties of increasing responsibility.

C. Role of the University Supervisor

1. Members of the Department of Educational Administration will provide overall guidance for the practicum.
2. The university supervisor oversees the practicum student's experiences, provides on-site visitations (normally once at the beginning and once at the end of the practicum) and schedules other meetings as deemed necessary. The first visit will be a formal discussion with the student and the host administrator to clarify the role of the host administrator, the experiences needed by the student, and the role of the university professor. The second (and any additional) visit(s) will be to observe the student and to

talk with the host administrator regarding the student's progress.

3. The university supervisor will provide the final grade for the practicum student.

5. EDA 5890 Requirements

A. Practicum Demographic Form (page 20) (NCATE 7.4, 12.1)

To ensure that our students receive experience in a culturally diverse environment, we are required by our accreditation agencies to obtain demographic information about the practicum sites. This form should be completed and returned to the EDA office via your university supervisor.

If the total minority enrollment (i.e., Black, Hispanic, Asian/Pacific Islander, Native American) is less than 20%, then the practicum student must shadow an administrator for one day in a culturally-diverse site.

- B. Time:** The practicum student will average eight (8) hours weekly involvement in administration experiences at the local school (120 total hours required). The Practicum experience will begin at least one month prior to the beginning of the semester to allow for extensive experiences prior to the start of school, or during holiday break. These experiences will be designed to lead to competency in leadership and decision-making. These hours are exclusive of activities the student would normally engage in during his/her regular teaching or other work assignment. **(NCATE 12.1)**

- C. Logs:** Students will maintain a typed log for each week of all practicum activities (see attached Log Sheet on page 11), which is to be certified by the host administrator and submitted every three weeks to the university professor. The dates by which the logs must be received by the university professor will be given during the initial meeting. Supporting documentation for logged hours must be attached.

1. Logged hours can include time practicum students spend in meetings with university supervisor. They can also include on-site work on required projects but not research or writing/typing those projects.
2. Logged hours cannot include meetings, parent conferences, or other activities the practicum students would normally engage in during their regular teaching (or other work) assignment.
3. Practicum students may not use bus duty, playground duty, or

other supervisory assignments for more than 10 of their 120 total hours.

Logging of hours may be extended into a second semester ONLY under extenuating circumstances and ONLY with the approval of the university supervisor. If this is necessary, students will be assigned a grade of INCOMPLETE and will receive a grade upon completion of the practicum ONLY if this occurs within the semester following their initial enrollment. Prior experience may not be counted toward actual logged hours unless approved by the university professor supervising the practicum.

4. Workshop/Conference attendance may be used for a maximum of 6 hours, exclusive of travel time.
- D. Activities List:** Students are required to be involved in at least 20 of the activities listed on the "Activities List" (pages 12-15). If the total minority enrollment on the Demographic Form (p.20) is less than 20%, then the practicum student must shadow an administrator for one day in a culturally-diverse site. This activity may be included as one of the 20 required activities. In each case students will document their involvement on the list by providing the notes taken, memos, etc. and by noting the activity on the weekly log. The documentation from the activities will be sent to the university every three weeks. (**NCATE 12.1, 12.2, 12.3**)
- E. Written Reports:** Written reports which analyze, summarize, etc. the activities and projects of the practicum student will be prepared by the student and mailed with supporting documentation to the university supervisor. A copy of the written report will also be given to the host administrator. Reports should be numbered consecutively for ease in cross-referencing the report to the activities record. The first report should contain a map showing how to find your school, a schedule of your classes, the best time(s) the university supervisor could visit your school and your home/school phone numbers and addresses.

The written reports are formal communications between the student, the host administrator, and the university supervisor. Therefore, they must be typed, double spaced, checked for spelling, and should follow proper rules of grammar. The reports should provide a record of the week's activities and the time accounted for each activity.

Additional activities may be added in order to personalize the experiences for the students; however, the student must consult with the host administrator and the university supervisor in developing and finalizing the list of activities. A copy of the finalized list should be given to the host administrator and the

university supervisor. (NCATE 12.1, 12.2, 12.3)

F. Required Projects:

1. Dependent upon the semester in which the practicum is served, the student must participate in either opening the school year or developing a model for closing the school year. Students serving a fall practicum should assist the principal in the weeks prior to the opening of school to gain experience in the details that must be tended to for a successful school year. Students serving a spring practicum should develop a model for the process of "checking out teachers" and for closure of the school year. (NCATE 12.2)

2. Teacher Observations: A minimum of three classroom observations of 20-30 minutes duration with two or more different teachers who voluntarily choose to be observed must be conducted. At least one classroom observation must be preceded by a pre-observation conference with the teacher to determine what the practicum student will be observing. Students are to use three different formats for observations to include (a) scripting, (b) time-on-task, and (c) the format used by the supervisor in the system in which the student is serving the practicum. Students will submit a report including (a) their notes from the pre-observation conference, (b) the observation notes, (c) typed summaries of each observation with an analysis of the data gathered, and (d) their responses to using the instruments. Summaries may also be submitted to the host administrator. The host administrator is not to use these summaries as part of the district's observation/evaluation program. (NCATE 3.7)

3. List and explain all school business functions of the principal in the district where you are performing your practicum activities. (NCATE 8.1)
 This includes:
 - a. Building activity funds
 - b. Petty cash
 - c. Student activity funds
 - d. Purchase orders and requisitions process
 - e. Inventory of equipment
 - f. Internal financial controls, record-keeping and auditing process of these funds
 - g. Other school business functions
 - h. Building or site budgeting concepts as applicable (If your building does not have a School Business Official, then . . .?)

4. Develop a resume (or update an existing one) and have it critiqued by your host administrator and your university supervisor.

5. **Culminating Activity:** Students must turn in a three to five page typewritten paper describing, analyzing, and synthesizing their Practicum (i.e., What did you learn? How do you plan to apply these experiences?). This reflective analysis should be written in first person.

6. Course Evaluation

- A. Evaluation by host administrator:** Students will be evaluated at the end of their practicum by their host administrator. The evaluation instrument is attached on page 18. This confidential report will be submitted to the university professor and will be taken into account for the purposes of grading; however, the professor has the final authority for issuing a grade in this course.
- B. Evaluation by university supervisor:** The following will be taken into account for a final grade: Reports of activities/written reports/logs/required projects/attendance at meetings/culminating activity/host administrator's evaluation/professor's evaluation. No project will be accepted more than one week after the date it is due. Late assignments will result in grade reduction. Written assignments will be evaluated on the basis of some or all of the following: (a) conformity with the assignment directions provided; (b) application of course concepts; (c) thoroughness of presentation; (d) effectiveness of expression; and (e) mechanics (spelling, grammar, correct use of APA style, etc.). A final letter grade will be issued by the university supervisor. An incomplete (I) may be issued for extenuating circumstances. In this case, a student must complete all work in EDA 5890 NO LATER THAN the term or semester following his/her registration in the course. Failure to complete the requirements will result in the student needing to re-register in the course.

7. Levels of Experience

Students are encouraged to participate in a range of experiences, to include the following: **(NCATE 12.1)**

- A. Observation:** Students are present during administrative or supervisory activities but not involved in a significant way. (Ex. administrative council meetings, committee meetings, discipline hearings, parent conferences, school board meetings if the goal is to observe interactions between administrators and the board or members of the community, faculty meetings in schools other than that of the student, special education multidisciplinary conferences).
- B. Interviews:** Students interact with administrators regarding areas of administrative activity or theory. (Ex. talking with principals about teacher evaluation issues, discussing leadership or decision-making strategies with superintendents, interviewing

school board members about financial issues facing the school district, meeting with curriculum coordinators about current instructional or staff development projects).

- C. **Minor participation:** Students are involved on a limited basis in administrative activities, ordinarily with the goal of gaining familiarity with those areas of responsibility. (Ex. assisting in staff development activities, preparing memos for staff or parents, meeting with students having discipline or attendance problems, addressing community groups regarding school programs, reviewing faculty or student policies to make recommendations for changes, supervising students during lunch, recess, or athletic contests, assisting in the preparation of a master schedule).
- D. **Major participation:** Students plan, develop, implement, and evaluate administrative or supervisory activities or programs. (Ex., a program for latchkey children, a series of teacher meetings for inservice, a curriculum committee, a truancy prevention program, a plan for redesigning existing facilities, a community survey on attitudes toward school, contract negotiations).

****** Note:** *Even though students are assigned to one host administrator, they are strongly encouraged to seek activities that provide them with a range of administrator models, both in terms of administrative responsibilities as well as leadership styles. (NCATE 12.1)*

8. Course Delivery

This course is taught over a fifteen week period during the fall and spring semesters.

9. Implementation

- A. **Faculty:** This course is taught by faculty in the Department of Educational Administration.
- B. **Texts:** There are no textbooks assigned.
- C. **Frequency:** Fall and Spring ONLY

10. Academic Support

If the student has a documented disability and wishes to receive academic accommodations, the student must contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

**EASTERN ILLINOIS UNIVERSITY
PRACTICUM APPLICATION/AGREEMENT**

Date _____ Semester and Year for Practicum _____

Personal Information

Student's Name _____ SS# _____

Position _____ School _____

School Address _____ Phone _____

ZIP Code _____

Home Address _____ Phone _____

ZIP Code _____

E mail Address _____

Student's Administrative Career Goal: _____

Program Information

Type of Practicum Requested: Principalship _____ Superintendency _____

Academic Advisor _____ Program completion deadline _____

Hours completed at the END of the current semester _____

Special Considerations (Anything to add for our planning) _____

Practicum Site Information

Supervisor's Name _____ Title _____

School or District Name _____ Phone _____

Address _____

City and State _____ ZIP Code _____

General Description of internship _____

Required Signatures

Student _____ Date _____

Site Supervisor _____ Date _____

University Professor _____ Date _____

University Dept. Chair _____ Date _____

-----**Office Use Only**-----

Tentative University Supervisor _____

Assigned University Supervisor _____

MAIL TO: (YOUR ADVISOR)
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
EASTERN ILLINOIS UNIVERSITY
2320 BUZZARD BUILDING
CHARLESTON, ILLINOIS 61920 PHONE (217) 581-2919

WEEKLY LOG SHEETS

NAME _____

WEEK BEGINNING _____ ENDING _____

Date	Time Started	Time Ended	Description of Related Activity	Activity #
------	--------------	------------	---------------------------------	------------

Weekly Time Used (hrs/min) _____

Hours Carried Forward _____

Total Hours Accumulated _____

Host Administrator's Signature _____

**Activities List
General Administrative**

Students will complete and document 20 of the activities which are listed below under the four Administrative Areas. Students must select at least three activities under each area, and will document completion dates on this list. Activities are also to be noted on the student's logs and on written reports with supporting data which must be submitted to the university supervisor. A copy of this completed form should be submitted to the university supervisor at the conclusion of the practicum.

Name of Practicum Student _____

Semester _____ Site of Practicum _____

Administrative Area: Instructional Leadership

<u>ACTIVITY #</u>	<u>DESCRIPTION</u>	<u>COMPLETION DATE(S)</u>
1.	Attend one Illinois Administrators' Academy workshop on staff evaluation, staff development, or effective teaching.	_____
2.	Prepare a memo to teachers on a school concern.	_____
3.	Prepare a weekly bulletin for the school faculty.	_____
4.	Interview two substitute teachers about the problems they encounter in their work.	_____
5.	Discuss the tests used for psychological testing with the school psychologist.	_____
6.	Observe either a real or mock interview between a principal and a teacher candidate.	_____
7.	Observe two different meetings regarding special education placements. These can be multi-disciplinary conferences, IEP meetings, or other special meetings between school personnel (and parents, if appropriate).	_____
8.	Arrange for substitutes for five teachers under the supervision of the person responsible for this.	_____
9.	Arrange/Observe an orientation for new teachers/staff.	_____
10.	Develop programs to reduce absenteeism, tardiness, and/or behavioral problems.	_____
11.	Interview the principal/assistant principal and discuss the strategies used in dealing with conflicts that arise among teacher/student/parent/support-staff relationships.	_____
12.	OTHER: (Discuss with host administrator and university supervisor to get prior approval.) Explain the activity.	_____
	_____	_____
	_____	_____

Administrative Area: Development/Supervision of Curriculum

<u>ACTIVITY #</u>	<u>DESCRIPTION</u>	<u>COMPLETION DATE(S)</u>
13.	Attend two curriculum council meetings.	_____
14.	Schedule an assembly that has application for the instructional program.	_____
15.	Interview the gifted coordinator regarding the district (K-12) gifted program.	_____
16.	Discuss with the local ROE director the various programs being offered by that agency during the current school year.	_____
17.	With a principal at each level, discuss the district's textbook cycles of major subject areas.	_____
18.	Discuss/Evaluate curriculum in a particular academic area in terms of objectives (outcomes) set by the school or district.	_____
19.	Observe/Assist with creating the master schedule.	_____
20.	Discuss with other principals and/or district personnel plans to coordinate educational programs across schools.	_____
21.	Provide in-service training for teachers to increase their effectiveness.	_____
22.	Solicit and coordinate parent volunteers and cooperation in school committees, tutor pool, health services, etc., and other school activities.	_____
23.	OTHER: (Discuss with host administrator and university supervisor to get prior approval.) Explain the activity.	_____
	_____	_____
	_____	_____

Administrative Area: Organization/Coordination of Academic Programs

<u>ACTIVITY #</u>	<u>DESCRIPTION</u>	<u>COMPLETION DATE(S)</u>
24.	Review the current faculty handbook and make at least two suggestions for changes.	_____
25.	Produce a student handbook to explain students' rights and responsibilities. If one exists, review it and make at least two suggestions for changes.	_____
26.	Attend two discipline conferences between students, parents, and administration.	_____

- 27. Observe the school nurse's procedure for immunization record keeping, dealing with student medical concerns, and other aspects of the nurse's job description. _____
- 28. Interview the principal's secretary regarding office procedures. _____
- 29. Observe the process for ordering, receiving, and distributing supplies. _____
- 30. Observe the new student registration and orientation process. _____
- 31. Discuss with the building administrator (or other person in charge) how he/she monitors or oversees the free-lunch program to ensure that appropriate students receive lunches. _____
- 32. Review the disciplinary process, including the process for expulsion. Explain how due process is ensured. _____
- 33. Review the racial/sexual composition of student groups and the compliance of the school with the provisions of Title IX. _____
- 34. Review the testing programs required by the state or otherwise requested of the school. _____
- 35. Discuss with the building administrator how he/she keeps informed about new techniques (i.e., in computer technology, human relations) and how they might affect various staff elements. _____
- 36. OTHER: (Discuss with host administrator and university supervisor to get prior approval.) Explain the activity. _____

Administrative Area: Leadership/School Management

<u>ACTIVITY #</u>	<u>DESCRIPTION</u>	<u>COMPLETION DATE(S)</u>
37.	Interview a superintendent regarding issues of concern to the district.	_____
38.	Attend a faculty meeting to observe the interactive and leadership style of the principal.	=====
39.	Observe an administrative council meeting, making note of agenda format, interactive activity, and leadership style of the superintendent.	_____
40.	Shadow a building administrator for one full day.	_____
41.	Discuss with the building administrator how he/she coordinates and oversees use of school facilities by community groups (i.e., church, recreation, or other groups.)	=====

42. Conduct an orientation session for parents; develop a special program for parents new to the school. _____
43. Assist in conducting fire/tornado drills and the methods for reporting results of drills to appropriate authorities. _____
44. Assess physical plant and equipment needs in terms of school goals and objectives. _____
45. Discuss with the building administrator how he/she involves the staff in administering the building budget. _____
46. OTHER: (Discuss with host administrator and university supervisor to get prior approval.) Explain the activity. _____

CHECKLIST FOR PRACTICUM STUDENTS

PRACTICUM STUDENT'S NAME: _____

A. Attendance at meeting(s) required by university supervisor..... _____

B. Major Projects: (Projects #1,2,and 3 result in a written report with supporting documentation)

Project #1: Fall= Participate in opening of school year..... _____

Spring= Develop a model for closing the school year... _____

Project #2: 1 Pre-observation Conference..... _____

3 Teacher Observations:

Scripting____ At Task____ District's Form____..... _____

Summaries and Notes from Observations

Project #3: Finance Project..... _____

Project #4: Create or update your resume..... _____

Project #5: Culminating Activity (Reflective Analysis)..... _____

C. Logs: Logs are to be completed each week; however, they are to be mailed to your university supervisor every three weeks. Due dates will be given by your university supervisor.

	Hours for Supervision (10 hrs max)	Total Hours Accumulated
Due Date #1 _____ _____ _____
Due Date #2 _____ _____ _____
Due Date #3 _____ _____ _____
Due Date #4 _____ _____ _____

D. Time Requirement (120 hrs min) (10 hrs max in supervision)..... _____

E. Activities List: Written reports and documentation must accompany.

Administrative Area: Activity #

Instructional Leadership.... _____
(Activities #1-12)

Dev/Sup of Curriculum..... _____
(Activities #13-23)

Org/Coord of Acad Programs.. _____
(Activities #24-36)

Leadership/School Mgt..... _____
(Activities #37-46)

F. Demographic Form: _____ >20% _____ <20% _____ Shadowing Experience

G. Site Supervisor's Evaluation..... _____

HOST ADMINISTRATOR'S RESPONSIBILITIES

Educational Administration 5890 Practicum Department of Educational Administration Eastern Illinois University

1. Agree to supervise the student and meet with her/him to discuss practicum expectations.
2. Sign the Practicum Agreement with the university.
3. Meet with the student and the university professor to discuss experiences and activities in the practicum.
4. Introduce the student to the site staff and explain his/her role in the organization.
5. Assign administrative duties and tasks; guide the student; and assess progress of the student.
6. Schedule weekly conferences with the student to discuss his/her activities, to coordinate schedules or give directions, to talk over problems or share thoughts about situations in the work setting that can be helpful to the student, etc.
7. Sign the student's Weekly Log and Activities List to verify completion of designated activities.
8. Evaluate the student upon his/her completion of all course requirements.
9. The host administrator faces both challenges and opportunities in sponsoring the student. The opportunities lie in being able to make a significant contribution to the field of education, since the student's growth is strongly influenced by the model provided by the host administrator. The challenges lie in the ability of the host administrator to put the student to work in ways that make the student a valuable contributor to the school's operation and, at the same time, provide for the student's mastery of the many important competencies of the administrator.

To facilitate this, the practicum student's activities should include:

- a. A wide range of experiences that help the student become acquainted with all facets of the host administrator's work.
- b. Opportunities to observe the host administrator in a variety of situations.
- c. Duties of increasing responsibility.

THANK YOU for your willingness to assist in this important part of preparing future school administrators.

CONFIDENTIAL REPORT: Practicum in Educational Administration**TO:** The University Professor**FROM:** The Host Administrator**Name of Practicum Student:** _____**Practicum Site:**

This on-the-job experience requires a minimum of 120 clock hours of activities by the student under the supervision of a practicing administrator.

As the supervisor, please evaluate the extent to which the practicum student has exhibited the competencies listed below by circling one of the numbers: **3=Excellent, 2=Satisfactory, 1=Unsatisfactory, 0=Not able to evaluate.**

- | | | | | |
|---|---|---|---|---|
| 1. Helps identify and enunciate values, goals, and missions for the school. Presents a modeling behavior consistent with these values. | 0 | 1 | 2 | 3 |
| 2. Exhibits pro-active leadership and good group-process skills, providing direction and stimulation for self and/or others to create changes and achieve goals. | 0 | 1 | 2 | 3 |
| 3. Exhibits effective problem-solving skills in order to make decisions confidently. (e.g., able to view events from multiple perspectives) | 0 | 1 | 2 | 3 |
| 4. Exhibits strong interpersonal skills, showing sensitivity to others while encouraging good communication and cooperation to achieve excellence. | 0 | 1 | 2 | 3 |
| 5. Gathers and analyzes background information (pro and con) from a variety of sources to formulate ideas and possible courses of action for the future to accomplish organizational goals. | 0 | 1 | 2 | 3 |
| 6. Plans, schedules, and monitors delegated or assigned work accomplishments of others, providing adequate and timely feedback for their improvement or commendation. | 0 | 1 | 2 | 3 |
| 7. Clearly presents ideas, in both written and oral communication, in an open, genuine and non-threatening manner. Written communication is clear, concise, properly structured, and grammatically correct. | 0 | 1 | 2 | 3 |
| 8. Motivates others by planning and encouraging participation, providing coaching, guidance, or correction for performance that needs improvement; serves as a role model. | 0 | 1 | 2 | 3 |

Please note the practicum student's areas of strengths.

Please note suggested areas for the practicum student's improvement.

Host Administrator's Signature

Date: _____

Please mail to the university professor by: _____

2320 Buzzard Building
Department of Educational Administration
Eastern Illinois University
Charleston, IL 61920

Student Name _____ Semester/ Year _____

EDA 5890 - - Practicum Demographic Information

To ensure that our students receive a variety of experiences, we are required by our accreditation agencies to obtain demographic information about the schools/districts where our students do their clinical experience (Practicum). Please complete the information requested below as it pertains to your school and to your district and return it to your EDA practicum supervisor.

Name of Practicum Student:

	<u>District</u>	<u>School</u>
Name	_____	_____
Enrollment	_____	_____
White (%)	_____	_____
Black (%)	_____	_____
Hispanic (%)	_____	_____
Asian/ Pacific Isl. (%)	_____	_____
Native Am. (%)	_____	_____
Low Income Students (%)	_____	_____
Students with Limited English Proficiency (%)	_____	_____
Students With Special Needs (Include all students who have an IEP) (%)	_____	_____

This information may be obtained from the Fall Housing Report submitted annually to ISBE. If not available for the current year, use information from the previous year's report.

If the total minority enrollment (i.e., Black, Hispanic, Asian/Pacific Islander, Native American) is less than 20%, then the practicum student must shadow an administrator for one day in a culturally-diverse site.