



Educational Leadership
Practicum Handbook

EDA 5890

Eastern Illinois University

Department of Educational Leadership

Charleston, Illinois

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Table of Contents

Course Description.....	3
Course Goals, Requirements, Grading and Outline.....	3
Prerequisites and Procedures for Entry into the Practicum.....	4
Expectations of the Practicum Student	5
Expectations of the Host Administrator.....	5
Expectations of the University Supervisor.....	6
General Requirements.....	6
Required Projects and Written Reports.....	7
Required Activities and Written Reports	10
Optional Activities and Written Reports.....	14
Course Evaluation.....	15
Levels of Student Participation in Practicum Experiences	15
Academic Support.....	16
 FORMS	
Practicum Application/Agreement Form.....	17
Student Checklist	18
Demographic Information Form	21
Self-Assessment Based on ISLLC Standards.....	22
Equity Audit.....	28
Letter to Host Administrator	32
Host Administrator’s Responsibilities Form	33
Host Administrator’s Feedback Form.....	34

Handbook
Practicum in School Leadership (EDA 5890)
Department of Educational Leadership
Eastern Illinois University

1. Course Description

- A. **Course Number:** EDA 5890
- B. **Title:** Practicum in School Leadership
- C. **Credit:** Four semester hours, offered in the Fall and/or Spring semesters ONLY
- D. **Short title:** Practicum
- E. **Course description:** Throughout the Educational Leadership program, students have participated in planned clinical activities embedded in their coursework. Practicum provides the student with extended time to synthesize and apply the knowledge, and practice and develop the skills identified in ISLLC Standards 1-6. The Practicum provides for additional standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel. (ELCC 7.0).

2. Course Goals, Requirements, Grading, and Outline

- A. **Knowledge Bases:** The knowledge bases upon which the practicum 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 practicum 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 and projects, write-up activities and projects, analyze their work, and reflect on their experiences.

- 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 aligned with the ISLLC Standards (ELCC 7.1-7.6).
 2. The capability of assuming and performing tasks required for general school building administration (ELCC 7.1-7.6).
 3. The ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational administrators (ELCC 7.1-7.6).

3. Prerequisites and Procedures for Entry into the Practicum

A. Prerequisites for the practicum are:

1. All candidates must be admitted to a graduate program in the Department of Educational Leadership at Eastern Illinois University.
2. The practicum is a capstone experience; therefore, it should be one of the final courses taken in the degree program. A minimum of 24 hours toward the degree or approval of chairperson is required.
3. EDA 5600 (Introduction to Organization and Administration); EDA 5630 (The Principalsip); and EDA 5700 (Supervision of Instruction).

B. Procedures for Entry into the Practicum

1. Candidates are responsible for contacting a practicing, experienced school administrator who is willing to support and supervise the practicum experience. Candidates are required to share the department letter and host administrator's responsibilities with the host administrator. These items are available on the Educational Leadership Department website: <http://www.eiu.edu/~edadmin/> under "Practicum Information."
2. Candidates are responsible for completing an application form and having the host school administrator complete his/her portion of the form. The application is available on the Educational Leadership Department website: <http://www.eiu.edu/~edadmin/> under "Practicum Information."
3. Applications for practicum should be submitted to the Educational Leadership Department Chair by **March 15th for a Fall Practicum, and by July 15th for a Spring Practicum.**

C. Registration

1. In order to ensure placement into the practicum, students should register for the course (EDA 5890) as soon as possible.
2. Students must waitlist the course and will be placed into the course by the Department Chair if all deadlines and entry requirements have been met.
3. The student is officially enrolled for EDA 5890, a four-semester hour course which spans a six-month period.

D. Orientation

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. The orientation session enables the student to receive guidelines and clarification of expectations as well as concentrated time with the university supervisor. Registered students will be notified by email of the specific date for the orientation; however, the Fall Practicum Orientation will generally be held in June, and the Spring Practicum Orientation will generally be held in October.

No practicum hours may be logged until the student attends an orientation session with their assigned university supervisor.

4. Expectations of Participants

A. Expectations of the Practicum Student:

1. The practicum requires the student to work under the supervision of a host administrator for six months, generally 9-12 hours per week (200 total hours required).
2. The student must be either a member or an observer of the School Improvement Team.
3. The practicum 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 and other communications provide opportunities for the practicum student and the university supervisor to discuss student experiences and any concerns that might arise.
4. Practicum students must take the initiative to broaden their professional experiences. They must be willing to put forth additional time and effort that are 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.
5. The training of the practicum student is essentially centered around the concept of "learning-by-doing." This training is augmented by meetings and visits by the university supervisor.
6. Practicum students must realize that they may find themselves "in between" teachers and administrators. It is essential that they keep privileged information confidential.

B. Expectations of the Host Administrator:

1. The expectations of the host administrator include:
 - a) Agreeing to support and supervise the practicum student
 - b) Reviewing with the student his/her self-inventory and assisting with the development of a plan of activities and timeline for completion of the practicum
 - c) Assigning administrative duties and tasks
 - d) Including the student on the School Improvement Team during the practicum experience either as a member or an observer
 - e) Guiding the student
 - f) Assessing progress of the student
 - g) Explaining the function and duties of the practicum student to the school faculty
 - h) Meeting with the university supervisor
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.

3. To facilitate the practicum student's development, experiences 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, time, and complexity (ELCC 7.1).

C. Expectations of the University Supervisor:

1. Members of the Department of Educational Leadership 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 then as needed) 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 expectations of the host administrator, the experiences needed by the student, and the expectations 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. General Requirements: The general requirements for the practicum are:

- A. Attendance at the orientation session in the semester preceding official enrollment in Practicum
- B. Completion of the Demographic Information Form
- C. 200 practicum hours and logs that document these experiences
- D. Projects and written reports related to the six ISLLC Standards
- E. Activities and written reports related to each of the six ISLLC Standards
- F. Host Administrator's Evaluation

A. Orientation: Please refer to information on page 4.

B. Practicum Demographic Form

To ensure that our students receive experience in a culturally diverse environment, students must complete the demographic form for their district and their school. This form must be returned to the student's 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. A separate demographic form must be completed for the culturally-diverse site (the Illinois Interactive Report Card or ISBE Report Card may be used to gather these data).

C. Practicum Hours and Logs

1. The practicum requires the student to work under the supervision of a host administrator for six months, generally 9-12 hours per week (200 total hours required) for the entire six months.
2. Logging of practicum hours begins with attendance at the orientation session. Prior

experiences may not be counted toward actual logged hours.

3. The 200 total hours are exclusive of activities the student would normally engage in during his/her regular teaching or other work assignment.
4. Of the 200 total hours, 120 are clock hours of practicum experiences which are logged and documented, and 80 hours are allocated for research and the writing of required reports for projects and activities. The 80 hours are not logged.
5. **In order to document the practicum hours**, students will maintain an electronic log for each week of all practicum activities that is to be printed, signed by the host administrator, and submitted to the university professor. The log template may be downloaded from the Educational Leadership Department's website: <http://www.eiu.edu/~edadmin/> under "Practicum Information."
6. Supporting documentation for logged hours must be attached.
7. The dates by which the logs must be received by the university professor will be given during the orientation session.
8. Logged hours can include time practicum students spend in meetings with the university supervisor. They can also include on-site work on required projects but not research or writing/typing those projects.
9. 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.
10. Practicum students may not use bus duty, playground duty, or other supervisory assignments for more than 10 of their 120 clock hours.
11. Workshop/Conference attendance may be used for a maximum of 6 hours, exclusive of travel time.
12. 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. Note: A delay in completion of the practicum experience may result in a reduction of grade.

D. Required Projects and Written Reports: 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 and APA guidelines. For each project, students are required to submit a written report and supporting documentation to the university supervisor. In each report the student must:

- Identify the project number and description
- Comply with the directives of each project
- State the ISLLC standard(s) that are addressed by the project and explain the relationship between the project and the standard(s)
- Analyze and summarize their experiences on the project
- Reflect on his/her role in the project, what was learned as a result of this project, and how

- he/she will apply this information as an administrator.
- The report should justify the number of hours put into the project.

Project 1 - Discipline

Students are expected to:

- Review the discipline policy used at the practicum site, including policies related to discipline of special education students. In the written report, outline the due process procedures used for minor infractions, suspensions and expulsions using the format provided in the table below:

Due Process Procedures				
Minor Infractions	Suspension	Expulsion	Special Education	
			Minor Infractions	Suspension
(Outline the step-by-step due process procedures)	(Outline the step-by-step due process procedures)	(Outline the step-by-step due process procedures)	(Outline the step-by-step due process procedures)	

- Attend five (5) discipline conferences. In the written report:
 - Describe the incident (without using the student's name), the administrator-student interactions, and the outcomes
 - Analyze each incident to determine if district policy was followed
 - Describe what you learned

***If the opportunity exists, it is recommended that the student attend an expulsion or suspension hearing.**

Project 2 - Special Education/504

Students are expected to:

- Illustrate (outline or flowchart) the procedures for the special education referral process
- Illustrate (outline or flowchart) the procedures for 504 referral process
- Report the findings of an interview with the School Psychologist regarding all components of a special education evaluation
- Attend two different IEP conferences. In the written report, students are expected to
 - Describe the location of the meeting, the participants, the purpose of the meeting, the administrator's role, the interactions of the participants, and the outcomes. Do not use the name of the special education student.
 - Describe what they learned
- Describe the special education/504 services provided to students through the school, the district, the co-op, and any outside agency
- Describe how your district addresses Least Restrictive Environment (LRE)

Project 3 - Teacher Observation (supervisory only)

Students are expected to:

- a. Conduct a minimum of three classroom observations of 20-30 minutes duration with two or more different teachers who voluntarily choose to be observed.
- b. At least one classroom observation must be preceded by a pre-observation conference with the teacher to determine what will be observed.
- c. Use three different formats for observations to include (1) scripting, (2) time-on-task, and (3) the format used by the supervisor in the practicum site district.
- d. Submit a report including (1) notes from the pre-observation conference, (2) the observation notes, (3) typed summaries of each observation with an analysis of the data gathered, and (4) 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.

Project 4 - Equity Audit**Students are expected to:**

- a. Conduct an equity audit in their practicum school, using the forms provided as guidelines (p. 28). Not all fields may be applicable to every school. This audit addresses areas such as:
 - Student Achievement
 - Title IX
 - Gender Equity
 - Sports
 - Curriculum Clubs (e.g., National Honor Society)
 - Extra-Curricular Activities
- b. Analyze the data, draw conclusions, and make appropriate policy recommendations, if any.

Project 5 – Shadowing (and Diversity requirement if needed)**Students are expected to:**

- a. Shadow own administrator for one day and submit a report about the day (What new information did you learn? What ideas or activities do you want to continue when you are the administrator? What surprises were there regarding administration?)
- b. Shadow an administrator at a different grade level from your own administrator. Submit a report, comparing and contrasting the different grade levels and administrative styles of the two shadowing experiences.
- c. If you need to meet the diversity requirement, you may shadow at a different grade level at a diverse site in order to meet the two requirements simultaneously.

***In order to accomplish these requirements, you may need to use personal days or visit on days when the other schools are in session but the practicum site is not in session.

Project 6 Culminating Project

Students are expected to:

- a. Action Research Paper
 - 1) Use data from the previous school improvement plans, including but not limited to information from Illinois Interactive Report Card, (www.iirc.niu.edu), to conduct a three-year trend analysis regarding student performance for a specific subject area. With university supervisor approval, you may select another area of needed improvement for this project.
 - 2) Use the trend data to draw conclusions for target areas for school improvement.
 - 3) Conduct a review of literature to identify strategies to address the areas of needed improvement.
 - 4) Include all references!
 - 5) Propose an action plan for addressing the targeted areas.
- b. Action Research Presentation
 - 1) Develop a PowerPoint presentation of the action research paper that could be presented to the faculty, the board of education, or the community.

Note: Outstanding research projects will be selected for presentation at the Graduate Exposition at Eastern Illinois University Graduate Expo in the spring.

E. Required Activities and Written Reports:

1. **Required Activities:** The following activities are required of the practicum students. If a student is not able to complete the activity because of issues in his/her practicum building, the student is required to contact the university supervisor to design a comparable activity.
2. **Written Reports:** Written reports which analyze, summarize, etc. the activities of the practicum student will be prepared by the student.
 - a) 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.
 - b) Normally, a written report for an activity is 1.5 to 2 pages in length. The report must have written documentation (e.g., forms, handwritten notes, handouts, agendas, etc.) attached. All these materials are to be mailed to the university supervisor.
 - c) In each report the student must address the following:
 - 1) State the activity number and brief description
 - 2) **Briefly** describe how the activity relates to the standard(s) it addresses
 - 3) Explain what was done to complete this activity and the practicum student's role in the activity.
 - 4) Explain what was learned as a result of this activity and
 - 5) Explain how this information will be used as an administrator. This should include suggestions for improvement.
 - 6) The report should justify the number of hours put into the activity.

Bulleted lists may be used as the format for these reports, but report must be detailed.

Required Activities

These consecutively-numbered activities address the ISLLC Standards

Standard #	Topic	Activity #	Assignment
1, 2, 3, 4, 5, 6	Vision, Curriculum and Instruction, Management, School Community, Ethics, Political/Cultural/Legal	1	Standards Self-Assessment of the Practicum Student A. Complete the Standards Self-Assessment to determine the present skill level possessed B. Analyze the areas of strength and the areas needing improvement C. Develop a practicum action plan to address areas needing improvement D. Submit the self-assessment and the action plan as the written report
1,5	Vision, Ethics	2	School Vision/Mission Statements A. What are the school's vision and mission statements? B. How were they developed? C. How are they communicated? How are all stakeholders involved in the vision (e.g., Staff parents, students, community)?
2, 3	Curriculum and Instruction, Management	3	New Teacher Programs Interview the individual(s) responsible for new teacher orientate/induction mentoring programs and outline the program. If possible, participate in the process.
1, 2, 3, 4, 5, 6	Vision, Curriculum and Instruction, Management, School Community, Ethics, Political/Cultural/Legal	4	Master Scheduling Work with the person responsible for creating the master schedule and outline ALL components required in this process.
2, 3	Curriculum and Instruction, Management	5	Curriculum Alignment and Standards A. Explain how the district ensures that the curriculum is aligned with state standards. B. Explain how the district ensures that state standards are incorporated into classroom instruction.
2, 3	Curriculum and Instruction, Management	6	SIP Process A. Illustrate (outline or flowchart) the School Improvement Process at the practicum site. B. Explain how staff development activities dovetail into the School Improvement Process.
2, 3, 4, 5, 6	Curriculum and Instruction, Management, School Community, Ethics, Political/Cultural/Legal	7	Faculty Handbook Review the current faculty handbook and make at least two suggestions for changes.
3	Management	8	Office Procedures Interview the principal's secretary regarding office procedures, including the process for ordering, receiving, and distributing supplies.
1, 2, 3, 4, 5, 6	Vision, Curriculum and Instruction,	9	Teacher Interviews Interview the principal about how teacher candidates are

	Management, School Community, Ethics, Political/Cultural/Legal		selected for an interview and how they are selected for employment. If possible, observe an interview between a principal and a teacher candidate.
2, 3, 4, 6	Curriculum and Instruction, Mgt., School Community, Political/Cultural/Legal	10	Registration Interview the individual(s) responsible for new student registration and orientation process. If possible, participate in the process.
2, 3, 4, 5, 6	Curriculum and Instruction, Management, School Community, Ethics, Political/Cultural/Legal	11	Nurse Interview the school nurse or the individual responsible for providing these services regarding: A. Procedure for immunization record keeping B. Dealing with student medical concerns C. Administration of medications D. Security of medications E. Other aspects of the nurse's job description (or individual responsible for these duties)
3, 4, 6	Management, School Community, Political/Cultural/Legal	12	School Facilities: A. Review the latest ROE Health/Life/Safety Report with the building principal and/or facilities director. B. Summarize the report's purposes, findings and conclusions. Note the strategies and/or activities decided upon to comply with cited deficiencies (if any) C. Assist in conducting at least one emergency drill.
2, 3, 4, 5, 6	Curriculum and Instruction, Management, School Community, Ethics, Political/Cultural/Legal	13	Student Services: A. Interview the Guidance Counselor or school equivalent regarding the Student Services provided to the school. These services may include, but are not limited to, the following: <ul style="list-style-type: none"> • Counseling Services • Social Workers • DCFS • Clinics • Probation • Social Services B. Submit a summary of your findings.
2, 3, 4, 6	Curriculum and Instruction, Management, School Community, Political/Cultural/Legal	14	Extra-curricular: A. Interview the Athletic Director, Fine Arts Director and/or Student Activities Director regarding the operations, responsibilities and logistics involved in implementation of the full range of extra-curricular activities including but not limited to the following: <ul style="list-style-type: none"> ▪ Athletics ▪ Clubs ▪ Academic Contests ▪ Fine Arts ▪ Assemblies B. Submit a summary of your findings.
2, 3, 4, 5, 6	Curriculum and Instruction,	15	Finance List and explain all school business functions of the principal

	Management, School Community, Ethics, Political/Cultural/Legal		in the district where you are performing your practicum activities. 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 G. Other school business functions H. Building or site budgeting concepts as applicable I. Title Funds J. How the administrator includes his staff in building the budget
2, 3, 4, 6	Curriculum and Instruction, Management, School Community, Political/Cultural/Legal	16	Volunteers Review or revise the existing volunteer handbook, OR, create a list of key components which should be included in a handbook for volunteers if a handbook does not currently exist, including: A. Where are volunteers used/could be used? (classroom, recess, school committees, tutors, chaperones, athletics) B. What process do you use for recruiting volunteers? C. What is the process for screening and evaluating volunteers? D. What is the process for conducting background checks? E. Solicit and coordinate parent volunteers in cooperation with school committees, tutor pool, health services, etc., and other school activities.
4, 6	School Community, Political/Cultural/Legal	17	Community Facility Usage A. Explain the policies, procedures, and cost for the members of the community to use school facilities, B. Explain the administrative role in the facility-usage policy.
1, 2, 3, 4, 5, 6	Vision, Curriculum and Instruction, Management, School Community, Ethics, Political/Cultural/Legal	18	Code of Ethics A. Access the Illinois Principals' Association website. B. Link to IPA Code of Ethics. C. Read the code and supply examples in which your host administrators demonstrated at least six (6) of the ethical behaviors described.
1, 2, 3, 4, 5, 6	Vision, Curriculum and Instruction, Management, School Community, Ethics, Political/Cultural/Legal	19	Diversity A. Read <u>Framework for Understanding Poverty</u> by Ruby Payne or <u>Closing the Achievement Gap: A Vision for Changing Beliefs and Practices</u> by Brenda Williams. Both are available on Amazon.com. Williams' book is also available from ASCD (www.ascd.org). B. Provide a synopsis of the book. NOTE: A maximum of 3 hours may be logged for this activity.
General	Required General Activity	20	Administrative Resume Create or update your resume for an administrative position

			and have it critiqued by your host administrator and your university supervisor.
General	Required General Activity	21	Reflection Submit a 3-5 page typewritten paper describing, analyzing, and synthesizing the practicum experience (i.e., What did you learn? How do you plan to apply these experiences?). This reflective analysis should be written in first person.

F. Optional Activities and Written Reports

Additional activities may be added in order to personalize the experiences for the students and to meet the 120-hour practicum requirement; **however, the student must consult with the host administrator and the university supervisor in developing and finalizing the list of activities. These additional activities do not replace the required activities.** All activities will result in a written report.

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. Normally, a written report for an activity is 1.5 to 2 pages in length. The report must have written documentation (e.g., forms, handwritten notes, handouts, agendas, etc.) attached. All these materials are to be mailed to the university supervisor. In each report the student must address the following:

- 1) State the activity number
- 2) Briefly describe how the activity relates to the standard(s) it addresses
- 3) Explain what was done to complete this activity
- 4) Explain what was learned as a result of this activity and
- 5) Explain how this information will be used as an administrator.

Bulleted lists may be used as the format for these reports, but they must be detailed.

Optional Activities

Standard #	Topic	Activity #	Assignment
1	Vision	Opt. 1a, Opt. 1b, Opt. 1c, Etc.	For each optional activity related to Standard 1, Vision, use the numbering system to the left for each activity.
2	Curriculum and Instruction	Opt. 2a, Opt. 2b, Opt. 2c, Etc.	For each optional activity related to Standard 2, Curriculum and Instruction, use the numbering system to the left for each activity.
3	Management	Opt. 3a, Opt. 3b, Opt. 3c, Etc.	For each optional activity related to Standard 3, Management, use the numbering system to the left for each activity.
4	School Community	Opt. 4a, Opt. 4b, Opt. 4c, Etc.	For each optional activity related to Standard 4, School Community, use the numbering system to the left for each activity.
5	Ethics	Opt. 5a, Opt. 5b,	For each optional activity related to Standard 5, Ethics, use the numbering system to the left for each activity.

		Opt. 5c, Etc.	
6	Political, Cultural, Legal Aspects	Opt. 6a, Opt. 6b, Opt. 6c, Etc.	For each optional activity related to Standard 6, Political, Cultural, and Legal Aspects, use the numbering system to the left for each activity.

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. 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 the practicum.
- 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. 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.). Projects will count twice as much as activities. 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 the student needing to re-register in the course.

7. Levels of Student Participation in Practicum Experiences

Students are encouraged to participate in a range of experiences, to include the following:

- 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.*

8. 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 (217-581-6583) as soon as possible.

**EASTERN ILLINOIS UNIVERSITY
PRACTICUM APPLICATION/AGREEMENT**

Before applying for EDA 5890, students are responsible for reading the requirements for entry into the practicum. These are located at http://www.eiu.edu/~edadmin/resources_links.html. (Print or type clearly.)

Date _____ Semester and Year for Practicum _____

_____ Campus Student **OR** _____ Cohort Student _____ Name/Number of Cohort

Personal Information

Student's Name _____ E# _____
 Position _____ School _____
 School Address _____ Phone _____
 _____ ZIP Code _____
 Home Address _____ Phone _____
 _____ ZIP Code _____
 EIU E-mail Address _____

Program Information

Hours completed at the END of the current semester _____
 Special Considerations (Anything to add for our planning) _____

Practicum Site Information

Supervisor's Name (Dr., Mr., Ms.) _____ Title _____
 Years of Administrative Experience _____ E-mail _____
 School Name _____ Phone _____
 Street Address _____
 City/State/Zip Code _____

Statement of Confidentiality and Agreement to Practicum Requirements: I understand that during the course of events associated with practicum experiences, I may be privy to confidential information. I understand that such information may not be shared and further communicated without permission. Any breach of laws and regulations concerning issues of confidentiality may result in my receiving a failing grade in the practicum experience. Additionally, I have reviewed the requirements for the practicum as outlined in the practicum handbook and understand the criteria for successful completion of the practicum.

Student's Signature _____ Date _____

Statement of Agreement: I have reviewed the host administrator's responsibilities and requirements for the practicum and will provide the student with opportunities and assistance necessary to fulfill those requirements.

Host administrator's Signature _____ Date _____

CHECKLIST FOR PRACTICUM STUDENTS

STUDENT'S NAME:	Date	Assignment exceeded prescribed standards 3	Assignment satisfactorily met prescribed standards 2	Assignment did not satisfactorily meet prescribed standards 1	Comments
Project 1 Discipline/Policy Review/Outline of Procedures/Attend 5 Conf.					
Project 2 Special Education/504/ Outline for each process/SpEd Eval/2 IEP Conferences./Services provided through various agencies/How is LRE addressed?					
Project 3 Teacher Observations-3 observations (scripting, time on task, district instrument). One pre-observation conference.					
Project 4 Equity Audit/Form completed/analyzed, recommendations made					
Project 5 Shadowing (and Diversity requirement). Own administration, different grade level from own administrator, if diversity requirement is not met, may shadow a different grade level in a diverse site.					
Project 6 Culminating Project (Paper/PowerPoint)/trend data, target areas, review of literature/action plan					
SUM of PROJECT GRADES		0.00			
Projects count twice as much as activities		0.00			
Activity 1 Standards Self Assessment (take assessment, note strengths and areas to improve, create an action plan to implement during practicum)					
Activity 2 School Vision/Mission Statements (What are they? How were they developed? How are they communicated? How are all stakeholders involved in the vision?)					
Activity 3 New Teacher Programs--Interview person responsible for orientation/induction/mentoring program for new teachers. Participate if possible.					
Activity 4 Master Scheduling-- outline ALL components required in this process.					
Activity 5 Curriculum Alignment and Standards--How does the district ensure curr.aligns with state standards. How does district ensure standards are incorporated into classroom instruction?					
Activity 6 SIP Process--Illustrate (outline or flowchart) the Process at the practicum site. Explain how staff dev. Dovetails into SIP					
Activity 7 Faculty Handbook--Review the current faculty handbook and make at least two suggestions for changes.					
Activity 8 Interview secretary re: Office Procedures and the process for ordering, receiving, and distributing supplies.					
Activity 9 Interview principal re: how teacher candidates are selected for an interview and how selected for employment. Observe teacher interview if possible.					

Activity 10 Interview person responsible for Registration & orientation of new students. Participate in process if possible.					
Activity 11 Nurse--procedure for immunization record keeping, dealing with student medical concerns, security of meds.and other aspects of the nurse's job					
Activity 12 School Facilities: Review latest ROE Health/Life Safety Report with principal or Facilities director. Summarize reports' findings. Note strategies decided upon to comply with deficiencies, if any. Assist in conducting at least one emergency drill.					
Activity 13 Student Services--Interview the Guidance Counselor equivalent re: Student Services including but not limited to: Counseling Services, Social Workers, DCFS, Clinics, Probation, Social Services					
Activity 14 Extra-Curricular-Interview the Athletic Director, Fine Arts Director and/or Student Activities Director regarding the following: Athletics, Clubs, Academic Contests, Fine Arts, Assemblies. Submit summary of findings.					
Activity 15 Finance--List and explain all school business functions of the principal in the practicum district, including building activity funds, petty cash, Student activity funds, Purchase orders and requisitions process, Inventory of equipment, Internal financial controls, record-keeping and auditing, Other school business functions, Building or site budgeting concepts as applicable, Title Funds, How the administrator includes his staff in building the budget					
Activity 16 Volunteers--Review, revise or create list of key components that should be included in a handbook for volunteers including: Where volunteers used/could be used? (classroom, recess, school committees, tutors, chaperones, athletics); Process used for recruiting volunteers? Process for screening and evaluating volunteers? Process for conducting background checks? Solicit and coordinate parent volunteers in cooperation with school committees, tutor pool, health services, etc., and other school activities.					
Activity 17 Community Facility Usage:A. Explain the policies, procedures, and cost the comm. Members to use facilities. B. Explain the adm. Role in the facility-usage policy					
Activity 18 Code of Ethics--Access the IPA website and its Code of Ethics.Supply examples in which your host administrators demonstrated at least six (6) of the ethical behaviors described.					
Activity 19 Diversity-A. Framework for Understanding Poverty by Ruby Payne or Closing the Achievement Gap: A Vision for Changing Beliefs and Practices by Brenda Williams. Provide a synopsis of the book. (Max of 3 hours logged).					
Activity 20 Resume--Create or update your resume for an adm. position and have it critiqued by your host adm. And university sup.					
Activity 21 Reflection--Turn in 3-5 page paper describing, analyzing, and synthesizing your practicum					
SUM of ACTIVITY GRADES			0.00		

SUM of Project Grades (times 2) and Activities Grades		0.00			
Attendance at meeting(s) required by university supervisor					
Must shadow in culturally-diverse site? Yes _____ No _____					
Demographic Form Submitted?					
Host Administrator's Evaluation Received?					
Log Sheets for Mailing met deadline	#1	#2	#3	#4	#5
Hours accumulated to date					
Optional Activities to earn logged time					
Supervision hours accumulated (10 hours maximum)					
Workshop Attendance (6 hours maximum)					

Note:

1. Gray shaded rows will not result in a grade
2. A score of 3, 2, or 1 will be entered in each cell
3. When score for each project and activity has been entered, cell C34 will show the current point total.

4. Final grading Scale (See Cell C34)

A=90-99 points

B=80-89 points

C=70-79 points

D=60-69 points

F=<60 points

5. Failure to attend the required meeting and/or late assignments will result in a lower grade.
6. In order to receive a final grade, 120 hours must be logged, demographic form, all required activities, projects, and host administrator's evaluation must be completed.

EDA 5890 - - Practicum Demographic Information

(Provide one completed form for the practicum school and district and another completed form for the culturally-diverse school and district if shadowing is required.)

Student Name _____ **Semester/ Year** _____

School/District for this 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 practicum experience. Please complete the information requested below as it pertains to your school and to your district and return it to your EDA practicum supervisor.

Enrollment	<u>District</u>	<u>School</u>
White (%)		
Black (%)		
Hispanic (%)		
Asian/Pacific Isl. (%)		
Native Am. (%)		
Multi-Racial (%)		
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. Another copy of the demographic form must be submitted with data for the culturally-diverse site. Data may be obtained from the Illinois Interactive Report Card.

Self-Assessment Based on the ISLLC Standards

The following is a self-assessment of your knowledge, skills, and dispositions as tied to the six ISLLC Standards – what every school administrator should know and be able to do. The purpose of this self-assessment is to give you an idea of your strengths and weaknesses as you prepare your practicum action plan. This should guide you in the selection of “other” practicum activities to strengthen your administrative skills.

Below is a list of the six ISLLC Standards. Under each standard, the knowledge, performances, and the dispositions are included.

- Rate your knowledge base on a scale of 1-5 with **5 being “very strong knowledge base” and 1 being “very weak knowledge base.”**
- Rate your current ability to execute the performances on a scale of 1-5 with **5 being “very able to execute” and 1 being “not able to execute.”**
- On the dispositions, rate your belief in the disposition with **5 being “very strongly believe” and 1 being “do not believe.”**

Standard 1: A school administrator is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Visionary Leadership)

Knowledge: The administrator has knowledge and understanding of

- _____ K 1.1 Learning goals in a pluralistic society
- _____ K 1.2 The principles of developing and implementing strategic plans
- _____ K 1.3 Systems theory
- _____ K 1.4 Information sources, data collection, and data analysis strategies
- _____ K 1.5 Effective communications
- _____ K 1.6 Effective consensus-building and negotiation skills

Performances: The administrator is able to facilitate processes and engage in activities ensuring that:

- _____ P 1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community members.
- _____ P 1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.
- _____ P 1.3 The core beliefs of the school vision are modeled for all stakeholders.
- _____ P 1.4 The vision is developed with and among stakeholders.
- _____ P 1.5 The contributions of school community members to the realization of the vision are recognized and celebrated.
- _____ P 1.6 Progress toward the vision and mission is communicated to all stakeholders.
- _____ P 1.7 The school community is involved in school improvement efforts
- _____ P 1.8 The vision shapes the educational programs, plans, and activities
- _____ P 1.9 The vision shapes the educational programs, plans, and actions
- _____ P 1.10 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
- _____ P 1.11 Assessment data related to student learning are used to develop the school vision and goals.
- _____ P 1.12 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals.
- _____ P 1.13 Barriers to achieving the vision are identified, clarified, and addressed.
- _____ P 1.14 Needed resources are sought and obtained to support the implementation of the school mission and

goals.

_____ P 1.15 Existing resources are used in support of the school vision and goals.

_____ P 1.16 The vision, mission, and implementation plans are regularly monitored, evaluated, and revised.

Dispositions: The administrator believes in, values, and is committed to

_____ D 1.1 The educability of all students

_____ D 1.2 A school vision of high standards of learning

_____ D 1.3 Continuous school improvement

_____ D 1.4 The inclusion of all members of the school community

_____ D 1.5 Ensuring that students have the knowledge, skills, and values needed to become successful adults

_____ D 1.6 A willingness to continuously examine one's own assumptions, beliefs, and practices

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Instructional Leadership)

Knowledge: The administrator has knowledge and understanding of

_____ K 2.1 Student growth and development

_____ K 2.2 Applied learning theories

_____ K 2.3 Applied motivational theories

_____ K 2.4 Curriculum design, implementation, evaluation, and refinement

_____ K 2.5 Principles of effective instruction

_____ K 2.6 Measurement, evaluation, and assessment strategies

_____ K 2.7 Diversity and its meaning for educational programs

_____ K 2.8 Adult learning and professional development models

_____ K 2.9 The change process for systems, organizations, and individuals

_____ K 2.10 The role of technology in promoting student learning and professional growth.

_____ K 2.11 School cultures and instructional program conducive to student learning and staff professional development.

Performances: The administrator is able to facilitate processes and engage in activities ensuring that:

_____ P 2.1 All individuals are treated with fairness, dignity, and respect.

_____ P 2.2 Professional development promotes a focus on student learning consistent with the school vision and goals.

_____ P 2.3 Students and staff feel valued and important.

_____ P 2.4 The responsibilities and contributions of each individual are acknowledged.

_____ P 2.5 Barriers to student learning are identified, clarified, and addressed.

_____ P 2.6 Diversity is considered in developing learning experiences.

_____ P 2.7 Life long learning is encouraged and modeled.

_____ P 2.8 There is a culture of high expectations for self, student, and staff performance.

_____ P 2.9 Technologies are used in teaching and learning.

_____ P 2.10 Student and staff accomplishments are recognized and celebrated.

_____ P 2.11 Multiple opportunities to learn are available to all students.

_____ P 2.12 The school is organized and aligned for success.

_____ P 2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.

_____ P 2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies.

_____ P 2.15 The school culture and climate are assessed on a regular basis.

_____ P 2.16 A variety of sources of information is used to make decisions.

- P 2.17 Student learning is assessed using a variety of techniques.
- P 2.18 Multiple sources of information regarding performance are used by staff and students.
- P 2.19 A variety of supervisory and evaluation models is employed.
- P 2.20 Pupil personnel programs are developed to meet the needs of students and their families.

Dispositions: The administrator believes in, values, and is committed to

- D 2.1 The fundamental purpose of schooling
- D 2.2 The proposition that all students can learn
- D 2.3 The variety of ways in which students can learn
- D 2.4 Life long learning for self and others
- D 2.5 Professional development as an integral part of school improvement
- D 2.6 The benefits that diversity brings to the school community
- D 2.7 A safe and supportive learning environment
- D 2.8 Preparing students to be contributing members of society
- D 2.9 The partnership and collaboration with and among staff

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. (Organizational Leadership)

Knowledge: The administrator has knowledge an understanding of

- K 3.1 Theories and models of organizations and the principles of organizational development
- K 3.2 Operational procedures at the school and district level
- K 3.3 Principles and issues relating to school safety and security
- K 3.4 Human resources management and development
- K 3.5 Principles and issues relating to fiscal operations of school management
- K 3.6 Principles and issues relating to school facilities and use of space
- K 3.7 Legal issues impacting school operations
- K 3.8 Current technologies that support management functions

Performances: The administrator is able to facilitate processes and engage in activities ensuring that:

- P 3.1 Knowledge of learning, teaching, and student development is used to inform management decisions.
- P 3.2 Operational procedures are designed and managed to maximize opportunities for successful learning.
- P 3.3 Emerging trends are recognized, studied, and applied as appropriate.
- P 3.4 Operational plans and procedures to achieve the vision and goals of the school are in place.
- P 3.5 Collective bargaining and other contractual agreements related to the school are effectively managed.
- P 3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively.
- P 3.7 Time is managed to maximize attainment of organizational goals.
- P 3.8 Potential problems and opportunities are identified.
- P 3.9 Problems are confronted and resolved in a timely manner.
- P 3.10 Financial, human and material resources are aligned to the goals of schools.
- P 3.11 The school acts entrepreneurially to support continuous improvement.
- P 3.12 Organizational systems are regularly monitored and modified as needed.
- P 3.13 Stakeholders are involved in decisions affecting schools.
- P 3.14 Responsibility is shared to maximize ownership and accountability.
- P 3.15 Effective problem-framing and problem-solving skills are used.
- P 3.16 Effective conflict resolution skills are used.
- P 3.17 Effective group-process and consensus-building skills are used.
- P 3.18 Effective communication skills are used.
- P 3.19 There is effective use of technology to manage school operations.

- P 3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively.
- P 3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained.
- P 3.22 Human resource functions support the attainment of school goals.
- P 3.23 Confidentiality and privacy of school records are maintained.

Dispositions: The administrator believes in, values, and is committed to:

- D 3.1 Making management decisions to enhance learning and teaching
- D 3.2 Taking risks to improve schools
- D 3.3 Trusting people and their judgments
- D 3.4 Accepting responsibility
- D 3.5 High quality standards, expectations, and performances
- D 3.6 Involving stakeholders in management processes
- D 3.7 A safe environment

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. (Collaborative Leadership)

Knowledge: The administrator has knowledge and understanding of:

- K 4.1 Emerging issues and trends that potentially impact the school community
- K 4.2 The conditions and dynamics of the diverse school community
- K 4.3 Community resources
- K 4.4 Community relations and marketing strategies and processes
- K 4.5 Successful models of school, family, business, community, government, and higher education partnerships

Performances: The administrator is able to facilitate processes and engage in activities ensuring that:

- P 4.1 High visibility, active involvement, and communication with the larger community are a priority.
- P 4.2 Relationships with community leaders are identified and nurtured.
- P 4.3 Information about family and community concerns, expectations, and needs is used regularly.
- P 4.4 There is outreach to different businesses, religious, political, and service agencies and organizations.
- P 4.5 Credence is given to individuals and groups whose values and opinions may conflict.
- P 4.6 The school and community serve one another as resources.
- P 4.7 Available community resources are secured to help the school solve problems and achieve goals.
- P 4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
- P 4.9 Community youth family services are integrated with school programs
- P 4.10 Community stakeholders are treated equitably.
- P 4.11 Diversity is recognized and valued.
- P 4.12 Effective media relations are developed and maintained.
- P 4.13 A comprehensive program of community relations is established.
- P 4.14 Public resources and funds are used appropriately and wisely.
- P 4.15 Community collaboration is modeled for staff.
- P 4.16 Opportunities for staff to develop collaborative skills are provided.

Dispositions: The administrator believes in, values, and is committed to:

- D 4.1 Schools operating as an integral part of a larger community
- D 4.2 Collaboration and communication with families
- D 4.3 Involvement of families and other stakeholders in school decision-making processes
- D 4.4 The proposition that diversity enriches the school
- D 4.5 Families as partners in the education of their children
- D 4.6 The proposition that families have the best interests of their children in mind

_____ D 4.7 Resources of the family and community needing to be brought to bear on the education of students

_____ D 4.8 An informed public

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. (Ethical Leadership)

Knowledge: The administrator has knowledge and understanding of:

_____ K 5.1 The purpose of education and the role of leadership in modern society

_____ K 5.2 Various ethical frameworks and perspectives on ethics

_____ K 5.3 The values of the diverse school community

_____ K 5.4 Professional codes and ethics

_____ K 5.5 The philosophy and history of education

Performances: The administrator is able to facilitate processes and engage in activities ensuring that:

_____ P 5.1 Examines personal and professional values.

_____ P 5.2 Demonstrates a personal and professional code of ethics.

_____ P 5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.

_____ P 5.4 Serves as a role model.

_____ P 5.5 Accepts responsibility for school operations.

_____ P 5.6 Considers the impact of one's administrative practices on others.

_____ P 5.7 Uses the influence of the office to enhance the educational program rather than for personal gain.

_____ P 5.8 Treats people fairly, equitably, and with dignity and respect.

_____ P 5.9 Protects the rights and confidentiality of students and staff.

_____ P 5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community.

_____ P 5.11 Recognizes and respects the legitimate authority of others.

_____ P 5.12 Examines and considers the prevailing values of the diverse school community.

_____ P 5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior.

_____ P 5.14 Opens the school to public scrutiny.

_____ P 5.15 Fulfills legal and contractual obligations.

_____ P 5.16 Applies laws and procedures fairly, wisely, and considerately.

Dispositions: The administrator believes in, values, and is committed to

_____ D 5.1 The ideal of the common good

_____ D 5.2 The principles in the Bill of Rights

_____ D 5.3 The right of every student to a free, quality education

_____ D 5.4 Bringing ethical principles to the decision-making process

_____ D 5.5 Subordinating one's own interest to the good of the school community

_____ D 5.6 Accepting the consequences for upholding one's principles and actions

_____ D 5.7 Using the influence of one's office constructively and productively in the service of all students and their families

_____ D 5.8 Development of a caring school community

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (Political Leadership)

Knowledge: The administrator has knowledge and understanding of:

_____ K 6.1 Principles of representative governance that undergrid the system of American schools

_____ K 6.2 The role of public education in developing and renewing a democratic society and an economically productive nation

_____ K 6.3 The law as related to education and schooling

- _____ K 6.4 The political, social, cultural, and economic systems and processes that impact schools
- _____ K 6.5 Models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling
- _____ K 6.6 Global issues and forces affecting teaching and learning
- _____ K 6.7 The dynamics of policy development and advocacy under our democratic political system
- _____ K 6.8 The importance of diversity and equity in a democratic society

Performances: The administrator is able to facilitate processes and engage in activities ensuring that:

- _____ P 6.1 The environment in which schools operate is influenced on behalf of students and their families.
- _____ P 6.2 Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.
- _____ P 6.3 There is ongoing dialogue with representatives of diverse community groups.
- _____ P 6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.
- _____ P 6.5 Public policy is shaped to provide quality education for students.
- _____ P 6.6 Lines of communication are developed with decision makers outside the school community.

Dispositions: The administrator believes in, values, and is committed to

- _____ D 6.1 Education as a key to opportunity and social mobility
- _____ D 6.2 Recognizing a variety of ideas, values, and cultures
- _____ D 6.3 Importance of a continuing dialogue with other decision makers affecting education
- _____ D 6.4 Actively participating in the political and policy-making affecting education
- _____ D 6.5 Using legal systems to protect student rights and improve student opportunities

% Enrolled in Computer Technology Courses																			
% enrolled in AP courses																			
% Member in Clubs (Curr/ Extra-curr)																			
% Involved in Athletics																			
% Involved in Music Programs																			
% Involved in other Fine Arts Activities																			
% Member National Honor Society																			
% Member of Student Govt.																			

Equity Audit (continued)

1. Student Achievement

Examine the student achievement data you have collected.

- In terms of equity, what are some of the areas of concern?

2. Teacher Quality

Examine the current teaching schedule and its construction.

- How are teaching assignments determined?
- At the lower levels, are the more difficult classes assigned to the more educated, more experienced, more stable teachers, or are they given to the least educated, least experienced, more mobile teachers?
- Are the gifted and talented classes and/or advanced classes (AP, honors, accelerated track) taught by the more educated, more experienced, more stable teachers, whereas the main classes or lower track classes are taught by the least educated, least experienced, more mobile teachers?
- Is the highest teacher quality being used for high school seniors but the lowest for high school freshmen?

3. Curriculum

- Does your school have textbook rental fees? What are they and how much?
- Does your school have fees for particular classes? What are they and how much?
- What is your school's waiver policy for these fees?
- Are there students who do not take these classes because they cannot afford the fees?
- Are there students who find it difficult to comply with your classroom materials policy for financial reasons (required notebooks, folders, pens, etc.)? How does your school address this issue?

4. Field Trips/Class Trips

- In the past year, has your school sponsored off-site activities that involve a student fee? What were they? What was the student cost for each?
- What proportion of the eligible students participated?
- Do you think there were students who were not able to go because of the cost?
- What arrangements were made for these students?
- Does your school have a waiver policy for these types of fees?

5. Extra-Curricular Fees

- Does your school charge fees to attend special events such as dances, ballgames, and fine arts events? What are they and how much?
- Does your school have fees for participation in extra-curricular activities (sports, music groups, other fine arts activities, clubs)? What are they and how much?
- Does your school have grade level fees (seniors, juniors, 8th grade, etc.)? What are they and how much?
- What is your school's waiver policy for these fees?
- Are there hidden costs? For example: Athletes are required to buy a certain type of shoe; cheerleaders are required to pay for part of their uniforms; athletes are required to attend and pay for training camps; music groups pay for their performance attire; etc.
- Are there students who do not participate in these activities because of the cost?

6. General Questions about Fees

- Are there students who feel embarrassed because their parents have not paid the fees?
- Do other students know whose parents have and have not paid fees? How?
- Does your school stigmatize the students whose parents do not pay in any way (withholding report card, not allowing to register, etc.)?

7. Student Welfare

- Are there students who regularly come to school hungry, or who do not have lunch or lunch money?
- Are there measures which the school takes to ensure they obtain meals?
- How does your school ensure confidentiality of who has access to free or reduced breakfast and/or lunch programs?
- Do you think there are students who do not eat because they do not want anyone to know they qualify for free/reduced breakfast and lunch programs?
- Are there students who are not getting needed medical attention due to financial reasons? How does your school deal with this concern?
- Are there students who find it difficult to comply with your uniform or dress code policy for financial reasons? How does your school deal with this concern?

8. Athletics

- Are the percentages of male and female athletes about the same as the percentages of male and female students enrolled at the school?
- Does the school have a history and a continuing practice of expanding athletic opportunities for female students?
- Does your school provide interested female students with the opportunity to compete?
- Are male and female athletes given equal benefits and services?
 - Equipment and supplies
 - Scheduling of games and practice times
 - Travel and related expenses
 - Availability of coaches and their compensation
 - Locker rooms, practice and competitive facilities
 - Medical and training services
 - Publicity

9. Summary

Examine the data you have collected.

- In terms of equity, what are some of the areas of concern?
- Are there any patterns of inequity?
- How would you propose handling these areas of concern?



Department of Educational Leadership
Room 2320 Buzzard Hall
600 Lincoln Avenue
Charleston, IL 61920-3099
Office: 217-581-2919

Re: Practicum in School Leadership

Dear Administrator:

As you may be aware, Eastern Illinois University's Department of Educational Leadership requires students seeking the Type 75 Principal Certificate to successfully complete a capstone field-based practicum course. This opportunity presents students with an assortment of clinical experiences in a school setting under the supervision of a practicing administrator and a university professor. Students are asked to summarize their experiences and reflect on what they have learned. In addition, they will be responsible for completing several projects that will augment their development as educators.

The College of Education would appreciate your agreement to mentor a student through this practicum experience. There will be additional information forthcoming about what this process entails, but, in short, it would mean that the practicum student would be included in a wide variety of experiences related to school improvement, curriculum development, staff development, student-administrator interactions, staff evaluation, community interactions, scheduling, finance and day-to-day operations within your building. The goal is to provide an experience that will, to a large degree, prepare our practicum students for future school leadership roles.

We appreciate your efforts as we know how busy school administrators are today. Thank you in advance for your dedication and cooperation. If you have any questions, please feel free to contact me.

Sincerely,

Linda

Linda Morford, Ph.D.
Chair

HOST ADMINISTRATOR'S RESPONSIBILITIES

Educational Administration 5890 Practicum Department of Educational Leadership Eastern Illinois University

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 experience should include a wide range of activities that help the student become acquainted with all facets of the host administrator's work; opportunities to observe the host administrator in a variety of situations; and duties of increasing responsibility, time, and complexity (ELCC 7.1).

The responsibilities of the host administrator include:

- A. Agreeing to support and supervise the practicum student.
- B. Sign the Practicum Agreement with the university.
- C. Meeting with the student and university supervisor to discuss experiences and activities in the practicum.
- D. Reviewing with the student his/her self-inventory and assisting with the development of a plan of activities and timeline for completion of the practicum.
- E. Assigning administrative duties and tasks.
- F. Including the student on the School Improvement Team during the practicum experience either as a member or an observer.
- G. Guiding the student.
- H. Assessing progress of the student.
- I. Explaining the function and duties of the practicum student to the school faculty.
- J. Schedule weekly conferences with the student to discuss his/her activities, to coordinate schedules or give directions, talk over problems or share thoughts about situations in the work setting that can be helpful to the student, etc.
- K. Sign the student's Weekly Log and Activities List to verify completion of designated activities.
- L. Evaluate the student upon his/her completion of all course requirements.

THANK YOU for your willingness to assist in preparing future school administrators.

Internship Assessment

Intern Name: _____

Site Supervisor: _____

University Supervisor: _____

Please provide your professional opinion regarding whether or not the intern has met the standards and elements listed below using a 1 for “does not meet” and 2 for “meets.”

Rubric:

- 1 **Does Not Meet:** Does not meet the standard; needs further development; does not meet minimal expectations for standard.
- 2 **Meets:** Meets expectations for standard; is confident and consistently meets the standard.

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Element	Does Not Meet 1	Meets 2	Evidence
			The intern is to list projects and activities that demonstrate that each element has been met.
1.1 Develop a Vision			
1.2 Articulate a Vision			
1.3 Implement a Vision			
1.4 Steward a Vision			

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Element	Does Not Meet 1	Meets 2	Evidence
			The intern is to list projects and activities that demonstrate that each element has been met.
2.1 Promote Positive School Culture			
2.2 Provide Effective Instructional Program			
2.3 Apply best practice to student learning			
2.4 Design comprehensive professional growth plans			

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Element	Does Not Meet 1	Meets 2	Evidence The intern is to list projects and activities that demonstrate that each element has been met.
3.1 Manage the organization			
3.2 Manage operations			
3.3 Manage resources			

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Element	Does Not Meet 1	Meets 2	Evidence The intern is to list projects and activities that demonstrate that each element has been met.
4.1 Collaborate with families and other community members			
4.2 Respond to community interests and needs			
4.3 Mobilize community resources			

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Element	Does Not Meet 1	Meets 2	Evidence The intern is to list projects and activities that demonstrate that each element has been met.
5.1 Acts with integrity			
5.2 Acts fairly			
5.3 Acts ethically			

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Element	Does Not Meet 1	Meets 2	Evidence
6.1 Understand the larger context			
6.2 Respond the larger context			
6.3 Influence the larger context			

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: _____

(EIU Professor's Name)
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