A. DEPARTMENT: Educational Leadership and Policy Studies
   EAD 810, The Educational Leadership Practicum
   3 credit hours

B. COURSE DESCRIPTION:
   Students will finalize their Leadership Portfolios utilizing their practicum experiences and referencing
   the ISLLC Standards to the Portfolio artifacts and experiences. Their reflections will based not only on
   the ISLLC Standards but on the LEADERSHIP DOMAINS FOR SCHOOL PRINCIPALS developed
   by the National Policy Board for Educational Administration.

   Bach, Bradley, Frampton, Pamela and Hirth, Marilyn.

D. COURSE OBJECTIVES:

   Upon completion of this course, the student will:

   * Completed a minimum of 30 hour of practicum experiences
   * Documented a minimum of 24 practicum experiences, referencing the ISLLC standards to the Elementary,
     Middle, High School levels and Central Office levels
   * Document a minimum of 24 reflections to be entered in the Portfolio (3 reflections per level)
   * Completed their Portfolio for presentation.
   * Completed their oral presentation of their practicum experiences.
   * Demonstrate their understanding of the nature of organizations and how they function.
   * Demonstrate their knowledge of the major thrusts of reform movements in educational administration in
     Kentucky and the Nation.
   * Analyze and apply a variety of interpersonal communication techniques in dealing with students,
     teachers, parents and other members of the school community.
   * Demonstrate how to deal with the disruptive student effectively in the school setting.
   * Develop strategies to create an inviting school climate for closing the achievement gap.

   . Develop a collaborative model for effectively utilizing and evaluating the certified support staff in
     identifying and addressing barriers to student learning.

E. COURSE OUTLINE

   First Session

   1. Getting Started:
      a. Overview of the course
      b. Portfolio requirements
      c. Suggested portfolio entries
      d. ISLLC Standards
      e. Suggestions for portfolio artifacts and reflections

   2. Individual Assignment:
      a. Prepare your one-page biography to be entered in Portfolio

   3. POWER POINT PRESENTATION SUGGESTIONS:

      - Moral and Ethical Dimensions of Leadership
      - The Principal as a Leader and Manager
      - Cultural Diversity and Community Relations
      - Program Development, Delivery, and Assessment
      - Human Resource management
-Resource Allocation and Management  
-Improving Instruction  
-Developing Desirable Student Behavior  
-Evaluating the Educational Program and Student Progress  
-Guidance and Counseling Services for Students  
-The Principal and Managing the School’s Supporting Services  
-Legal Implications and liabilities for teachers  
-All Day Kindergarten  
-Policy and Political Influences  
-No Child Left Behind –Effective Strategies  
-Pupil Personnel Services –Their impact on NCLB LAW  
-Curriculum Alignment –Does it really work?  
-School Community Relations-Who’ responsible/

a. Prepare a one-page paper discussing your operating definition (issues & concerns) of “vouchers. (To Be Part of the Portfolio)

Second Session -  
Vision of Learning - ISLLC Standard I

Case Study  
Assignment: Read an article on School Culture and give an in depth reflection on it. (Will be part of your portfolio)

Third Session Practicum (Field) Experiences

Fourth Session

1. The Effective Leader and the ISLLC Standards  
2. ISLLC Standards II–Culture/Climate  
Case Study

Bring to class, your school report card.  
Bring in your school discipline policy

Fifth Session  
Practicum (Field) Experience

Sixth Session:  
Standard III- –Management/Safety

1. Analyze the School Report Card-Prioritize the Issues  
2. Case Study  
3. Critique your schools’ Discipline Plan (Strengths and Weakness). What’s good and no so good?
Seventh Session
- Practicum (Field) Experience

Eighth Session
ISLLC Standard IV - Collaboration
Midterm Exam

Ninth Session
Practicum (Field) Experience

Tenth Session
- ISLLC Standard V – Ethics/Fairness/Integrity
Case Study
Power Point Presentation
Power Point Presentation
Power Point Presentation
Power Point Presentations
Power Point Presentation

Eleventh Session –

Power Point Presentation
Power Point Presentation
Portfolio Presentation

Final Exam

F. COURSE REQUIREMENTS:

Each student will complete the following Assignments:

1. Students must develop an extensive portfolio on leadership and leadership activities.

   Definition of Portfolio: A portfolio is a data collection instrument that includes a great deal of information about a particular subject or subjects and our subject is leadership. You will be required to get a box for a file or a large notebook binder and collect and organize as much information and data as possible during this semester on numbers 2, 3, 4, 5, and 6 below. The information you will be gathering will give you a much better insight of the duties of an administrator, whether it be a principal, supervisor or superintendent, and, provide a reference for helping you to be successful as a teacher leader or building administrator.

2. Students must build and maintain a portfolio composed of activities, artifacts, and experiences utilized in leading and managing a school. These experiences, etc., must be related to the six ISLLC Standards and related to Elementary Level, Middle school level, High School level, and Central Office level with folders labeled for each level.

3. Students must maintain a log related to the six standards (activities, artifacts, and experiences utilized in leading and managing a school.

4. Students must develop written portfolio reflections from activities, artifacts, and experiences utilized in leading and managing a school that relates to ISLLC Standards.

5. Students must participate in a variety of practicum activities and experiences in the four levels (elementary, middle, high school, and central office) that will provide opportunities to apply
skills and knowledge in the six administrative standards (ISLLC) for preparation and certification.

6. Students are required to log a total of thirty (30) hours at the various levels.

G. Additional Requirements:
- Attendance and participation in Class discussions
- Selected periodical reading and reporting on educational topics
- Submit assigned outside readings/reflections
- Power point presentation
- Completion of Portfolio requirements
- Portfolio Presentation

H. EVALUATION REQUIREMENTS:

- Attendance/participation……………………………………10%
- Individual Assignments……………………………………….15%
- Portfolio Presentation……………………………………….20%
- Power Point Presentation (Learning Report)………………20%
- Mid-Term Exam …………………………………………………20%
- Final Exam………………………………………………………20%
- 93-100………………A
- 85-92………………B
- 75-84………………C
- 69-74………………D

I. Student Progress:
Prior to the mid-point of the course, the instructor will provide each student notice of his/her progress in the class.

J. ATTENDANCE POLICY:

ATTENDANCE TO ALL CLASSES IS IMPORTANT AND REQUIRED. MOST OF YOUR TIME WILL BE SPENT ON PRACTICAL EXPERIENCE REQUIRED FOR YOUR PORTFOLIO, THEREFORE ATTENDANCE AND PARTICIPATION TO EACH CLASSROOM SESSION IS ESSENTIAL AND WILL BE EXPECTED. I REALIZE THERE WILL UNEXPECTED CIRCUMSTANCES WHICH MIGHT REQUIRE YOU TO BE ABSENT FROM CLASS AND YOU WILL NEED TO DISCUSS THIS WITH ME. MAKE UP WORK/ATTENDANCE WILL BE REQUIRED FOR ANY CLASS MEETING MISSED.

K. NOTIFICATION OF THE LAST DAY TO DROP A COURSE:

October 31, 2008

L. Disabilities Statement:
If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities, please make an individual appointment with the course instructor to discuss accommodations. Upon individual request, this syllabus can be made available in alternative forms. If any student who is not registered with the Office of Services for Students with Disabilities and has need of academic accommodations, please contact the Office directly either in person on the first floor of the Turley House or by telephone at 622-1500.
M. ACADEMIC INTEGRITY:
Academic integrity (AI) is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. It should be clearly understood that academic dishonesty and incidents of academic dishonesty will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication.
<table>
<thead>
<tr>
<th>Course P/N</th>
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<td>EAD 810</td>
<td>Educational Leadership Practicum</td>
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**RELATIONSHIP TO:**

**CONCEPTUAL FRAMEWORK ELEMENTS**

**CF1: Knowledge** - Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.

**CF2: Pedagogical Skills** - Enables the professional educator to facilitate learning for all students.

**CF3: Dispositions** - Includes the professional attitudes, values and beliefs that support student learning and development.

**CF4: Technology** - Focuses on preparing candidates who are able to use educational technology to help all students learn.

**CF5: Diversity** - Reflects the Unit’s commitment to preparing candidates to support learning for all students.

**TEACHER STANDARDS (2008)**

| STANDARD 1: | The teacher demonstrates applied content knowledge |
| STANDARD 2: | The teacher designs and plans instruction         |
| STANDARD 3: | The teacher creates and maintains learning climate |
| STANDARD 4: | The teacher implements and manages instruction    |
| STANDARD 5: | The teacher assesses and communicates learning results |
| STANDARD 6: | The teacher demonstrates the implementation of technology |
| STANDARD 7: | Reflects on and evaluates teaching and learning   |
| STANDARD 8: | Collaborates with colleagues/parents/others      |
| STANDARD 9: | Evaluates teaching and implements professional development |
| STANDARD 10: | Provides leadership within school/community/profession |

**EKU GOALS**

**EKU-G1.** To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.

**EKU-G2.** To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.

**EKU-G 3.** To promote learning through high quality programs, research, and support
services.

**EKU-G4.** To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.

**EKU-G5.** To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

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**College of Education Conceptual Framework**

<table>
<thead>
<tr>
<th>K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments</th>
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<tbody>
<tr>
<td>CF1</td>
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<td>K,PA</td>
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**Kentucky Teacher Standards – Advanced**

<table>
<thead>
<tr>
<th>K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments</th>
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**EKU Goals**

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<th>EKU-G1</th>
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**KERA Initiatives**

**KERA Initiatives:** The course document must demonstrate the integration of the KERA initiatives if they are applicable to the program.

Identify the initiative number(s) for each category

<table>
<thead>
<tr>
<th>COURSES</th>
<th>Learner Goals based on Academic Expectations</th>
<th>Program of Studies</th>
<th>Core Content/CATs</th>
<th>SISI</th>
<th>MUNIS</th>
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<tr>
<td>EAD 810</td>
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**KERA Initiatives Continued**

Identify the initiative number(s) for each category
<table>
<thead>
<tr>
<th>COURSES</th>
<th>KTIP</th>
<th>KPIP</th>
<th>SBDM</th>
<th>Special Ed. Law</th>
<th>ARC</th>
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**EPSB Themes**

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<tr>
<th>COURSES</th>
<th>Diversity</th>
<th>Technology</th>
<th>Literacy Education</th>
<th>School Safety Education</th>
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<td>EAD 810</td>
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**SPA**

**Interstate Leadership Licensure Consortium Standards**

**ISLLC Standard 1:** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

A. Collaboratively develop and implement a shared vision and mission.
D. Promote continuous and sustainable improvement
E. Monitor and evaluate progress and revise plans

**ISLLC Standard 2:** An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
E. Develop assessment and accountability systems to monitor student progress.
F. Monitor and evaluate the impact of the instructional program

**ISLLC Standard 3:** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions

C. Promote and protect the welfare and safety of students and staff

**ISLLC Standard 4:** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community
interests and needs, and mobilizing community resources.

**Functions**

C. Build and sustain positive relationships with families and caregivers

**ISLLC Standard 5:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

**Functions**

D. Consider and evaluate the potential moral and legal consequences of decision-making

E. Promote social justice and ensure that individual student needs inform all aspects of schooling

**ISLLC Standard 6:** An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

**Functions**

A. Advocate for children, families, and caregivers

**Technology Standards for School Leaders**

**TSSA Standard I: LEADERSHIP AND VISION.** Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision

**Indicator:**

**TSSA Standard II: LEARNING AND TEACHING.** Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching

**Indicator**

D. Facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.

**TSSA Standard III. PRODUCTIVITY AND PROFESSIONAL PRACTICE.** Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others

**Indicator**
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<tr>
<th>TSSA Standard IV. SUPPORT, MANAGEMENT, AND OPERATIONS.</th>
<th>Educational leaders ensure the integration of technology to support productive systems for learning and administration.</th>
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<th>TSSA Standard V: Assessment and Evaluation.</th>
<th>Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.</th>
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B. Use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.

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<th>TSSA Standard VI. SOCIAL, LEGAL, AND ETHICAL ISSUES.</th>
<th>Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.</th>
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