Credits: 3 hours

Prerequisites: EDL 626 and EDL 627 or EDL 628

Course Description:

The practicum in educational administration is an experience in the application of administrative skills, techniques and understanding of the administrative process at either the elementary, secondary or the central office level. Particular attention will be given to the experiential background of the student as opportunities are developed at the needed practicum level. Theoretical bases as well as practical application during the administrative process will be reviewed during the specially arranged practicum seminars.

The program structure of the practicum in educational administration is designed to provide the practicum student with meaningful "on-the-job" experiences under the joint supervision and counsel of competent and experienced professors and practitioners. These experiences call for the close working relationship among all parties involved.

In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: standards-based instruction (SBI), knowledge of the learner (KL), best pedagogical practices (PP), and content knowledge (CK).

College of Education and Human Development
Conceptual Framework

The COEHD’s Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. All aspects of this course are aligned with the Conceptual Framework, including the course objectives, field experiences and assessments. The four components of the Conceptual Framework are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity (DV) and Technology (TY). The following is the link to the conceptual framework on the COEHD website.
http://www.selu.edu/acad_research/colleges/edu_hd/about/conceptual_framework/index.html

The objectives of the practicum in educational administration include allowing the student the opportunity to:

~ Gain a comprehensive view of school administration in actual practice. PS CK
Receive actual administrative experience under competent supervision and counsel. SM KL

Demonstrate administrative competencies and professional skills through actual on-the-job experiences. CK

Assess one's own level of preparation for handling the work, demands, and stress of the administrative position. CK KL

In selecting activities, for the practicum in educational administration, students need to give special attention to those areas in which experience will be most helpful to them. Areas in which they are already experienced usually should be reduced. The objective is to select those experiences which will best prepare the practicum student to understand, direct, and coordinate the total school program.

The following list of 18 areas of practicum activities is recommended in the design and planning for the practicum experience in educational administration in order to meet the indicated NCATE standards:

1. Attendance and Pupil Welfare NCATE: 5.3, 5.4
   a. Issue readmission permits to pupils returning to school after an absence.
   b. Assist with pupil attendance reports.
   c. Collect and explain the forms and reports used by the school attendance office.
   d. Examine and check teacher attendance reports.
   e. Telephone pupil residences to determine reasons for absence.
   f. Make case studies of selected instances of truancy.
   g. Work with the school program of controlling tardiness and absence.
   h. Follow through on selected pupil cases where welfare work is needed.
   i. Assist with the program of the administration of work permits.
   j. Evaluate effectiveness of present system of attendance accounting and suggest improvements.

2. Classified Staff Assignments NCATE: 4.3, 6.2, 6.3, 6.4
   a. Develop or improve the list of job functions for one or more clerical-type positions.
   b. Review the number of clerical positions maintained, note the position to which each clerk is responsible, and consider the general adequacy of the amount of clerical service provided.
   c. Direct the work of a member of the clerical staff.
   d. Report on the amount of building floor area assigned to each member of the custodian staff and compare with acceptable standards for work loads.
e. Secure and evaluate the list of job functions and frequency of performance of each function assigned to custodians.

f. Inspect the school plant for cleanliness and sanitation standards.

g. Establish a schedule for custodial service at after-school functions and regular work day.

3. **Counseling and Guidance**  
   NCATE: 5.1, 5.2

   a. Assist directly in the school counseling program.
   b. Review and evaluate the school program of counseling and guidance as it actually operates and relates to problems of discipline.
   c. Assist with the pupil orientation program.
   d. Review and evaluate the school program of developing and using pupil records.
   e. Issue pupil transfers and/or transcripts.
   f. Handle the program of admission of pupils transferred from other schools.
   g. Assist with the school program of aptitude or achievement testing.
   h. Determine causes of pupil drop-outs.
   i. Conduct a pupil follow-up study.
   j. Work with the school psychologist on pupil case studies.
   k. Attend some principal-parent conferences.

4. **Extra-Class Activity Management**  
   NCATE: 5.5, 8.1, 8.2

   a. Attend meetings of the student council and assist the advisor of this group.
   b. Assist with the organization and management of a major athletic contest.
   c. Assist with the management of the insurance program for participants in athletics.
   d. Attend a meeting of the school representatives of the local league in the state interscholastic athletic association.
   e. Assist the advisor of some major student activity group or with the organization and management of a major pupil activity or event.
   f. Assist with the management of student body funds.
   g. Review the policies and various forms used in the handling of student body funds and recommend improvements.
   h. Review and evaluate the school policies dealing with extra-curricular activities.

5. **Food Services**  
   NCATE: 5.3, 6.1, 6.3

   a. Evaluate the degree to which sound nutritional practices are achieved by pupils using the school food-service facilities.
   b. Assist with the promotion of sound nutritional practices by pupils.
   c. Determine and describe school-level responsibilities for the food service program as compared with district-level responsibilities.
   d. Look into the coordination between food services provided by the school district and those provided by the student body, and make recommendations for improvement.
6. **Health Services**  
NCATE: 5.3, 5.4

a. Describe the school program of health services.
b. Assist with the organizing and conducting of health services.
c. Act as a general assistant to the school nurse for a limited period of time.
d. Assist with the planning and conducting of a pupil immunization program.
e. Become familiar with the pupil health records used, and assist with the work involved.
f. Determine the school program for rendering first aid, and evaluate its adequacy.
g. Review and evaluate the overall program of school health services.

7. **Publications, Reports, and Communications**  
NCATE: 5.3, 7.2, 6.1, 7.3

a. Develop or revise the school faculty handbook.
b. Develop or revise the school pupil handbook.
c. Assist in the preparation of special reports on a phase of the school program for presentation to the principal, the superintendent, or the governing board.
d. Develop or revise a list of school policies governing a phase of the school program.
e. Assist in the preparation of one or more regular monthly or annual reports used by the school or district.
f. Assist with the writing of special communications to staff members or to parents.

8. **School Community Relations**  
NCATE: 2.1, 2.2, 7.1, 7.2, 7.3, 7.4, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6

a. Prepare news releases for significant aspects of the regular school program.
b. Handle the publicity for the series of community or parent meetings.
c. Handle the publicity for a major school special event.
d. Participate with a faculty group meeting or committee, or with the handling of a classified staff meeting dealing with the fostering of sound school-community relations.
e. Represent the school in a community organization.
f. Make a compilation of strengths and weaknesses of the school as reported by staff members from their conversations with parents and citizens.
g. Prepare bulletins and/or reports on the work and accomplishments of the school for delivery to parents and citizens.
h. Prepare or assist with the production of a school media event.
i. Speak on school affairs before a citizen group.
j. Assist with a school election publicity campaign.
k. Assist in the preparation of displays of pupil work at some type of exhibition site.
l. Assist with the plans and management of a parent visiting day or back-to-school night.

9. **School Community Advisory Council**  
NCATE: 2.1, 2.2, 6.1, 7.1, 7.2, 7.3, 7.4, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6
a. Aid in the establishment of regular meetings of the school's Community Advisory Council.
b. Prepare a letter to newly elected advisory council members from the chairperson welcoming them to the council; establish an orientation program for these new members.
c. Participate in the decision-making process through involvement in the assessment of educational needs, the establishment of priorities, the planning of the educational program and budget resources for it, the definition of goals, and the evaluation of the school and its academic effectiveness.
d. Facilitate school communication with parents and community.
e. Inform and advise school staff regarding community conditions, aspirations, and goals.
f. Assist in providing support to parents, teachers, students, and community for school programs.
g. Develop school-community advisory council questionnaire for measurement and evaluation.

10. **Pupil Discipline**

   NCATE: 5.3, 5.4, 5.5

   a. Under the direction of the principal or vice-principal, assist with the handling of a number of serious pupil behavior problems.
b. Serve on a school committee dealing with severe pupil adjustment problems.
c. Evaluate the school's discipline program by recommending a new discipline technique.
d. Review and evaluate the school policies dealing with pupil discipline and citizenship.
e. Work directly with a phase of the school discipline program as, for example, a merit or demerit plan, the use of a student court, the conduct of parent conferences, the use of written cumulative discipline records, the handling of suspension and expulsion of pupils.
f. Determine to what extent pupils with adjustment problems are permitted to transfer to other schools. How successful is the program?
g. Identify the working relationship between administrators and counselors in this area.

11. **School Management**

   NCATE: 8.1, 8.2, 8.3, 8.4

   a. Assist with school-level responsibilities in the use of the school as a community education center.
b. Assist with the preparation and administration of the school-level budget.
c. Assist with the management of textbooks.
d. Assist with the management of pupil lockers.
e. Work with the school program of fire and disaster drills.
f. Assist with the school program of supply management. Process supply requisitions.
g. Assist with school-level responsibilities in handling pupil transportation.

12. School Plant Problems
   NCATE: 3.8, 5.3, 6.4
   a. Take responsibility for the planning of a new school building unit or the remodeling of an existing unit.
   b. Study the need for additional or improved equipment or cabinet work for some one building unit.
   c. Work with the development of a list of school plant maintenance needs, the assigning of priorities to the several needs, and the submission of requisitions for required work.
   d. Make regular inspections of the school plant and grounds for safety hazards.
   e. Assist with the plans for the opening of a new school plant.
   f. Study the adequacy of the school plant with respect to some one special area, such as: (1) lighting, (2) acoustics, (3) heating and ventilation, (4) provision of electrical outlets, (5) provision for darkening in order to use visual aids, and (6) provision of chalk board and tack board.
   g. Project the enrollment of the school five years into the future and indicate the implications for extension of the plant.

13. School Schedules
   NCATE: 3.2, 3.8
   a. Make schedules for the assignment of special duties to faculty members.
   b. Assist with the construction of the master schedule.
   c. Make the schedule for use of some one building unit, such as the multi-purpose hall, or large-group instructional unit.
   d. Approve individual pupils' class schedules.
   e. Assist with the scheduling of the school's audio-visual equipment.
   f. Prepare a work schedule for special teaching or service personnel, as the school nurse, remedial reading teacher, speech therapist, or special music teachers.

14. Significant Legal and Financial Aspects
   NCATE: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7
   a. Review and assess District policies relating to employer-employee relations.
   b. Review District policies regarding the Principal's and Assistant Principal's responsibilities in contract management.
   c. Review District policies regarding procedures in cases of suspension, expulsion, or dismissal of students.
   d. Refer students for special help when needed.
   e. Refer parents of pupils with special problems for professional help.
   f. Assist with the preparation of required reports to state and federal departments regarding enrollment, classifications, etc.
   g. Attend a board meeting and prepare a report which analyzes the group's dynamics.
h. Make an analysis of the handling of student body funds and other funds and
accounts at the school level.

15. **Management Skills**  NCATE: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3

  a. Demonstrate the utility of "Feedback" on evaluative conferences.
  b. Conduct a problem-solving session with the staff or portion of the staff that
     involves such techniques as "brainstorming," "simulation, Delphi, etc.
  c. Prepare a mini-training session on time management.
  d. Participate in an interview to fill a job vacancy.
  e. Develop a system or procedure for handling staff, student, and parent grievances.
  f. Utilize a change model to demonstrate to a staff processes in planning and
     implementing change.
  g. Utilize community and parent groups to assess the climate of the school. Develop
     collaboratively a plan to improve the climate.
  h. Utilize a goal-setting procedure to enable a staff to generate a set of goals
     regarding a particular purpose of issue.
  i. Develop work schedules and office routines as needed.
  j. Assist with the registration, transfer, and assignment of pupils.
  k. Demonstrate the technique of group agenda building and prioritizing of agenda
     items.
  l. Prepare a mini-training session of effective conferencing (evaluative) techniques.
  m. Work with staff toward the improvement of the school organization.

16. **Group Process and Leadership Skills**  NCATE: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

  a. Demonstrate through the use of an instrument or simulation causes of conflict and
     the relation of psychological ownership of values to conflict.
  b. Utilize selected instruments in a workshop format to enable participants to bring
     leadership styles to a higher level of awareness.
  c. Utilize selected simulations to demonstrate leadership skills and techniques.
  d. Demonstrate by use of simulations the impact of leadership style (and leader
     values) on decision-making processes.
  e. Establish a long-term training program that demonstrates organization
     development.

17. **Other Areas of Service**  NCATE: 4.3, 7.3, 7.4, 9.3

  a. Represent the school on a district-wide study or planning committee.
  b. Take a major responsibility for a school special event, such as the graduation or
     promotion exercises, banquets, an occupations day, or a parent-teacher event.
  c. Serve in some significant capacity as a chairperson or officer in the local school
     professional organization.
  d. Serve as general assistant to a school administrative staff member.
  e. Make a study of teacher load in the school and, if required, make suggestions as to
     how to secure greater balance in loads.
  f. Assist with the preparation of data for use by an accreditation committee.
  g. Assist with the plans for the opening or closing of the school year.
h. Consider the problem of the ethnic composition of the residents of the school attendance area and examine any feasible means whereby improved racial integration may be achieved.

i. Participate in the study groups and development of plans for new school construction or renovation, reconstruction, or rehabilitation.

j. Analyze and assist in development of job analysis procedures, supervisory techniques and evaluation criteria for teaching staff.

k. Assist in the development of short-term and long-term uses of technology in managing school operations and in improvement of the instructional program.

18. **Self-Selected Areas for the Practicum Experience**

   Select other topics, areas and activities that are of mutual benefit to the practicum student, the school supervisor and the school.
COURSE REQUIREMENTS AND GRADING PROCEDURES


3. Submit a "Practicum Agreement" signed by the practicum student, the school supervisor and the university supervisor. In this agreement, (copy attached) all parties concur to provide opportunities for the student to apply what has been learned in the educational leadership program and to add real life learning experiences to their preparation for an eventual leadership position in educational administration.

4. Plan a schedule for the semester and then carry it out to spend at least 120 clock hours of practicum work in educational administration.

5. Project: An in-depth project, to extend over the entire period of the practicum experience, will be planned by the candidate and approved by the field supervisor and the SLU faculty. The project should focus on an NCATE area of leadership, but may draw on guidelines from a number of other areas. The student should have primary responsibility for completing the project under the supervision of the field supervisor and the SLU faculty member. The project should be well documented so that it can serve as a focus for field supervisor and SLU faculty feedback.

6. Become a self-directed learner and take responsibility for making sure the practicum experience is valuable and rewarding to the student, the school and the university.

7. Practice reflection and self-evaluation and seek feedback and commentary from both the school and university supervisors.

8. Keep a log (journal or portfolio) of practicum activities. The logs will reflect a meaningful description of the experiences and an accurate accounting of the time spent in various clusters of practicum in educational administration events.

9. Turn in an executive summary of the activities undertaken during the practicum. The executive summary should include reflection on the activities.

GRADING: Students will receive a grade of “Pass” or “Fail,” which will be determined by the university’s instructor of record. The grade will be based upon the student’s log/portfolio and the written evaluation of the student’s performance by the on-site supervisor.