EAD810 Educational Leadership Practicum
Educational Leadership Department
Eastern Kentucky University, College of Education
(Master Syllabus Template)

A. DEPARTMENT & CREDITS: Educational Leadership: Three (3) Credits

- Professor’s Information:
  - Name:
  - Email:
  - Office Phone:
  - Web:

B. COURSE DESCRIPTION: Leadership is about how leaders get extraordinary things done in organizations. It is about the practices leaders use to turn challenging opportunities into remarkable successes. H. Ross Perot, founder of Electronic Data Systems stated, “People cannot be managed, Inventories can be managed, but people must be led”. There are no shortages of challenging opportunities to radically alter the world in which we live and work. The majority of us want leaders who are honest, competent, forward-looking, and inspiring. The opportunities for leadership are available to all of us everyday. It is important for every individual interested in becoming a Principal to realize that he or she is the appointed leader of leader of a segment of America’s school system, a system in a constant state of growth and change.

Throughout the history of American public education, there have been recurring cycles during which critics expressed their displeasure with schools and demanded improvements. Although almost everyone agrees that principals’ need formal training to prepare for their positions, few agree on what the nature of this training should be. Increasing evidence provides support those students, throughout all stages of their careers, can benefit from a mentoring system in which a seasoned leader helps the student place theory and practice in the context of experience.

EAD 810 is the culminating course for students seeking certification as a principal. However, recently the Educational Leadership Practicum has played a major role in providing training for students that do not want to be principals, but desire to be leaders in another capacity of the school organization. In addition, students build and/or complete a portfolio during this course. The activities, collected artifacts, and reflective writings help students construct a meaningful personal and profession portfolio for use in future years. For these reasons and many more, the EAD 810 Educational Leadership Practicum course is very important for improving the skills of our leaders in our schools.

C. TEXT:

D. COURSE OBJECTIVES & REQUIRED ACTIVITIES/TOPICS:

- **Course Objectives:**
  The general objective of the educational leadership practicum is to provide the student with an opportunity to participate in supervised on-the-job experiences that would better prepare the student for an administrative career. Specifically, purposes of the educational leadership practicum are:
    1. To provide the student with specific opportunities to demonstrate their skills and knowledge in communications through practicing positive, promotional, and pro-active communication strategies (oral and written) for effective parent/community/school involvement to improve the learning environment for all students.
    2. To allow the student to relate and apply theory and practice in school leadership to the development of a sound basis for making decisions within a school setting.
    3. To provide the student with opportunities to demonstrate their skills and knowledge as an
organizational leader and manager who acts within legal and ethical guidelines to accomplish educational purposes.

4. To provide the student with opportunities to demonstrate their skills and knowledge as an instructional leader through guiding, facilitating, and supporting curriculum, instruction, and assessment within a school.

5. To aid the student in gaining skills and knowledge in achieving the six Kentucky Administrative Standards which are aligned to the standards of the Interstate School Leaders Licensure Consortium (ISLLC) and NCATE standards listed and identified for this course.

- **Required Activities/Topics:** The following activities/topics are required to be addressed by all faculty teaching this course.
  1. Provide evidence of the completion of 10 case studies correlated with the ISLLC standards. (Required ePortfolio entry)
  2. Develop first day schedules for both students and teachers. (Required ePortfolio entry)
  3. Attend school board, SBDM council, and other appropriate meetings and write reflections. (Required ePortfolio entry)
  4. Complete (log) 60 hours of observations, shadowing, and other related professional activities as described in revised growth plan. (Required ePortfolio entry)
  5. Complete post-program assessment.
  6. Complete and defend action research project to a panel. (Required ePortfolio entry)
  7. Present portfolio to panel.
  8. Review and revise growth plan/career path plan. (Required ePortfolio entry)
  9. Conduct mock interviews.
  10. Provide evidence of leadership role(s).
  11. Prepare yearly calendar. (Required ePortfolio entry)
  12. Complete course reflection. (Required ePortfolio entry)

**E. PROFESSIONAL EDUCATION PROGRAM MODEL:**

| EKU Professional Education Model:  
<table>
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<th>Effective Educators as Effective People</th>
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| EKU Professional Education Slogan:  
| To teach, to learn, to help others teach and learn. |

**F. COURSE REQUIREMENTS & GRADING SCALE:**

- **Requirements:**

- **Grading Scale:**
  - $90\% - 100\% = A$
80% - 89.9% = B  
70% - 79.9% = C  
60% - 69.9% = D  
< 60% = F

G. ADDITIONAL REQUIREMENTS:

H. COURSE OUTLINE:

I. EVALUATION METHOD:

J. STUDENT PROGRESS:

K. ATTENDANCE POLICY:

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 and 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 has need of academic accommodations, please contact the Office directly either in person on the first floor of Turley House or by telephone at 622-1500.

M. LAST DAY TO DROP: See course catalogue.

N. PROFESSIONAL STRANDS IN THE COLLEGE OF EDUCATION:

- **Common Elements of All Professional Education Course Syllabi:**
  - **FIELD EXPERIENCES:** When appropriate: Observation in public schools.
  - **METACOGNITION SKILLS:** Students will review and analyze research and summarize the thoughts of other researchers as well as analyze their research findings.
  - **COMMUNICATION SKILLS:** Communication skills will be displayed through speaking, writing, and class experience.
  - **RESEARCH SKILLS/INDEPENDENT LEARNING:** Students will be required to demonstrate research and independent learning skills specified by the instructor.
  - **PLANNING SKILLS:** Time management skills are needed in order to participate effectively in Educational Research.
  - **TECHNOLOGY:** All products/reports must be word processed and all presentation will be on-line. All tests will also be on-line. Students will be introduced to the Kentucky New Teacher Standards for using technology and relevant criteria including blackboard experiences.
  - **PROFESSIONAL/SOCIAL SKILLS:** Students will interact with college instructors, peers, cooperating teachers, and schools.
  - **TEAMING/COLLABORATION:** Teaming and collaboration will be encouraged. In the case of Educational Research this requirement will be met through e-Learning teams.
  - **CONTINUOUS AUTHENTIC ASSESSMENT:** Students are provided continuous feedback on each requirement. They also have opportunities for self-assessment.
  - **DIVERSITY:** Awareness of the diverse characteristics of students and the types of
school climates will be an integral component of course and field experiences.

- **INCLUSION/EXCEPTIONALITIES**: Awareness of EXCEPTIONALITIES and inclusive classrooms will be a part of course.