

**University of Illinois at Urbana-Champaign**  
**College of Education**  
**Department of Educational Organization and Leadership**

(This syllabus is tentative and subject to change)

**EOL 560: Clinical Experience in Administration**  
**Oak Brook**  
**Fall Semester, 2008/Spring Semester, 2009**

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**Required Reading:**

The Clinical Experience Handbook for EOL 560 Clinical Experience – General Administrative Endorsement. This handbook will be distributed to students via email prior to the first class session.

Additional Readings will be provided by the Faculty Supervisor.

**Course Overview**

This two-semester course provides an opportunity for administrative certification candidates to relate educational theory directly to school practice. Registration in the course is required for both fall and spring semesters. Students must register for two hours of credit each semester. Course credit will be assigned when all course requirements are satisfactorily completed. Candidates will have the initial responsibility of establishing a positive working relationship with an appropriate site supervisor and planning an array of meaningful experiences designed to prepare them to work as an administrator.

Candidates in this course will have opportunity to study and to practice a reflective approach to analysis and appraisal of their experiences. Readings, class discussions, individual conferences, and portfolio preparation will review the complex role expectations of the public school administrator and will consider administrative values and beliefs as well as organizational procedures and practices. Confidentiality will be observed in all class discussions, conferences. Whatever is said in classroom discussions or conferences or written in candidate portfolios about people or events involved in the clinical experience will not to be shared with others. All information contained in candidate portfolios will be held in strict confidence by the Faculty Supervisor.

The major focus of the course work will be preparation of a candidate portfolio that accurately records the clinical experience. The portfolio is comprised of an Activities Log that documents the candidate's activities, a Field Journal that records and reflects upon selected experiences, and a Site Project Report that documents a major project undertaken at the educational site. The portfolio will also contain documents and artifacts that authenticate and support the journal and the project report. Preparation for meaningful administrative activities and effective journal writing will be the focal point

of course activity during the first semester. The site project is typically undertaken during the second semester.

## **Course Association with Professional Education Standards for Administrators**

### **Course Association to UIUC Conceptual Framework for Professional Education Programs**

The objectives of this course are directly associated with University and College of Education Professional Education Program goals in the following areas:

- Establishing community in teaching and learning environments.  
Candidates in this course consider the sociological, philosophical and psychological context of the clinical experience site and support the development of a positive learning environment and collaborative administrative practices.
- Guiding the development of inquiring and reflective minds.  
This course emphasizes a reflective approach to understanding administrative leadership roles and practices through journal writing and class discussions.
- Fostering a commitment to service.  
This course explores the essential role of the public school administrator in serving the professional and school communities.
- Pursuing the understanding and application of technology.  
This course supports the practical use of technology in the clinical experience.

### **Course Association with School Leader and Content Area Standards in Educational Administration**

The approach and content of this course directly utilizes the following school leader and content area standards for the preparation of public school principals:

- Facilitating a vision of educational excellence.  
This course emphasizes leadership through on-site administrative activities aimed at the building-wide maintenance and development of an effective and inclusive learning community.
- School culture, learning environment, and instructional program.  
This course promotes active involvement in developing and sustaining positive elements of educational cultures and instructional programs and working to promote student learning and staff professional growth.
- Management.  
Candidates in this course experience the methods of effective school management aimed at providing a positive teaching and learning environment.
- Collaboration with families and communities.  
Candidates in this course work toward establishing collaborative administrative roles with professional colleagues and working with families and community members.
- Acting with integrity, fairness, and in compliance with legal and ethical standards.  
Candidates in this course reflect upon the ethics of administrative practice through journal writing, discussion, and on-site experiences.
- The political, social, economic, legal, and cultural context.

This course promotes the candidate's understanding of the social, economic, and political contexts and influences that affect the day-to-day operation of schools.

### **First Semester Focus**

The first semester of this course is focused primarily on establishing an agenda of administrative activities and beginning the Field Journal. The emphasis of the assigned readings and class discussions is on thoughtful reflection and the development of an effective appraisal of the various events, people, and activities selected for description, analysis, and interpretation in journal entries. At least five complete journal entries and an Activities Log, recording at least 60 hours of administrative activities based on first semester agreements are required for the mid-point review at the end of the first semester.

### **Second Semester Focus**

A major focus of the second semester is the planning, performing, and reporting of the site project required for inclusion in the Directed Field Experience Portfolio. Field Journal work will, of course, continue throughout the second semester. At least 100 additional hours of administrative activities must be completed in the second semester to reach the required course minimum of 160 hours. A minimum of 5 fully developed Field Journal entries based on second semester experiences will be prepared to reach the required course minimum of 10. A formal Site Project Report will be written. Formal and informal documents needed to inform and support the journal and the Site Project Report will be collected and organized for inclusion in the portfolio. A 3-5 page evaluation of the Directed Field experience will also need to be completed.

### **Field Journals**

Journal entries must describe, analyze, and interpret administrative activities that candidates observe or in which they participate. For journal entries, candidates should select events that were particularly instructive and from which important insights about administrative practice were acquired. Reports of events that are routine or that do not result in significant learning should not be included as journal entries. Thoughtful reflection and objective appraisal of actions and events should characterize each entry. Relevant documents and/or artifacts to verify, support, and illustrate the journal contents should be cited by number in each entry, beginning with Document #1 and continuing in uninterrupted sequence. The documents and/or artifacts should be labeled and arranged in numerical order and placed at the end of the appropriate journal entry. Candidates should expect to consult regularly with the faculty supervisor on their journal writing progress.

**Candidates should expect to make additions or changes in journal entries, as recommended by the faculty supervisor. Journal entries that do not meet minimum expectations in terms of quality and content will need to be rewritten.**

The following guidelines are intended to assist the candidate in their completion of a field journal entry:

- **Event Description:** Describe settings, activities, and people involved in the selected event in enough detail to allow the reader to form a clear mental picture of the situations, procedures, and behaviors presented in the journal. Include identities and roles of people, location, size, and type of setting, and descriptions of governance structures and functions as appropriate. Documents attached to journal entries may be particularly useful in supporting such description. **Note:** The first journal entry should contain appropriate background on the school site, including information on the school and community, faculty and student demographics, and school governance structure. Once background information on a school or other site has been presented in the journal, it need not be repeated in subsequent entries.
- **Analysis:** Analyze the activities, events, and behaviors reported in terms of the intentions and motivations of participants, as well as the outcomes that result. In effect, explain as objectively as possible what really occurred and the significance of the event for its participants. Focus particularly on administrative perspectives and motivations to the extent possible. **Note:** In-depth analysis may require inquiry and discussion with the site supervisor and other participants in the activities and events reported.
- **Interpretation:** Complete each entry with an appraisal of the values, goals, and achievements of the people and situations reported. Judge the outcome of events in terms of purpose and accomplishment. State approval or disapproval of outcomes and reasons for approving or disapproving actions taken. **Note:** The purpose of this portion of the journal entry is to help candidates to review and consider the professional values that they find acted upon in the events reported. It is helpful to consider alternative viewpoints in attempting to evaluate outcomes in most situations.

Candidates should strive to make journal entries reader-friendly by using a logical, consistent format and language. As entries may often report complicated procedures and events, it is best to use conventional paragraphing to arrange entries in a manner that the reader can easily follow. Terms that are used out of context or that have a special meaning in the setting described should be explained. Candidates are expected to proofread each entry and to make corrections for content, syntax, word choice, and punctuation.

### **Class Meetings**

The class will meet as a group on four occasions during the first semester and on four occasions during the second semester. The purpose of these meetings will be to review the specific requirements of the course and to discuss pertinent fundamentals of district leadership and the day-to-day practice of district administration. These meetings will also provide candidates with opportunities to share and critique their on-site experiences. All class meetings are mandatory.

### **Individual Conferences**

In addition to the mandatory class meetings, each candidate is required to meet with the faculty supervisor on at least three occasions during the year. Conferences will be individually scheduled. Each of these individual conferences will relate to the various phases of the course work and will be designed to assist candidates in making consistent progress in achieving course objectives.

### **Course Evaluations and Requirements**

This course will be graded as satisfactory/unsatisfactory. Grades for the course will be entered upon completion of all portfolio and course requirements. Candidates should expect to prepare and submit drafts of journal entries and other portfolio information for preliminary review and formative feedback by the Faculty Supervisor. Candidates should expect to revise and rewrite anything found to be in need of improvement. Revisions and rewrites will be discussed at formal conferences held periodically (see individual conferences below). Candidates will submit an Activities Log recording at least 60 hours and a Field Journal with a minimum of five fully developed and properly prepared entries for mid-point review and formative evaluation at a time to be set near the end of the first semester. Appropriate documentation for each journal entry will also be submitted for end of semester review. During the second semester, candidates will complete and submit all required course materials, forms, and all required portfolio components by the established deadline date.

## **Class Sessions and Journal Submission Dates**

### **First Semester Class Sessions will meet at the Oak Brook Multi-University Center Building, Room TBA**

**Class Session 1:** 5:30-8:30 p.m., August 28, 2008

Journal 1: Due by Sept. 16; submit by email

**Class Session 2:** 5:30-8:30 p.m., September 25, 2008

Journal 2: Due by Sept. 29;

Log submitted by Oct. 13: submit by email

**Class Session 3:** 5:30-8:30 p.m., October 16, 2008

Journal 3: Due by Oct. 20

Journal 4: Due by Nov. 10

**Class Session 4:** 5:30-8:30 p.m., December 4, 2008

Journal 5: Due by Dec. 4

**First Semester Deadline** for turning in Administrative Activities Log and Field Journals for Mid-Point Evaluation: **December 4, 2008.**

### **Second Semester Class Sessions will meet at the Oak Brook Multi-University Center Building, Room TBA**

Journal 6: By Jan. 12

**Class Session 5:** 5:30-8:30 p.m., January 22, 2009

Journal 7: By Jan 26

Journal 8 By Feb. 9

Log submitted by Feb. 15

**Class Session 6:** 5:30-8:30 p.m., February 19, 2009

Journal 9: By March 9

**Class Session 7:** 5:30-8:30 p.m., March 12, 2009

Log submitted by March 22

Journal 10 By April 13

**Class Session 8:** 5:30-8:30 p.m., April 30, 2009

**Final Deadline for Portfolio Completion: April 30, 2009 (last class meeting).**

### **Individual Conferences**

Each candidate will make three 30-minute appointments to meet with Faculty Supervisor between class sessions and before the end of the year. Additional meetings may be scheduled as needed. Appointments may be made at times mutually convenient to the candidate and faculty supervisor. Conferences will be held to discuss the candidate's field journal entries, activities log and progress on the site project.