



# *Higher Education Practicum Handbook*

for Students and  
Site Supervisors

**EDL 696: Higher Education Practicum**

COLLEGE OF EDUCATION AND HUMAN SERVICES  
DEPARTMENT OF EDUCATIONAL LEADERSHIP  
EHS 334



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## CMU's Educational Leadership Department

The purpose of the higher education practicum in Educational Leadership is to provide you, the student, with an opportunity for an in-depth, varied, and continuous learning experience in an educational setting. Additionally, the practicum will provide you an opportunity to begin mastering appropriate skills and behaviors appropriate for higher education professionals. This *Practicum Handbook* provides overall assistance and direction for the students, on-site supervisors, and EDL faculty and staff in their respective responsibilities.

The Department of Educational Leadership (EDL) mission is:

*To develop the capacity of professionals to lead diverse organizations in innovative ways by engaging them in reflection on current organizational practices, inquiry about theory and best practices, and experiential learning.*

The faculty and staff of the Educational Leadership Department support this mission by:

1. Providing a forum for students where learning, educational discussions, and development can occur.
2. Promoting leadership opportunities and experiences for students through assistantships, volunteer work, practicums, and interactions with professionals throughout the educational community.
3. Promoting an environment where students have the opportunity to explore individual interests, self-analyze, and develop personal strategies to manage one's own strengths.

### Definitions and Purposes of an Practicum

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The *EDL 696 Higher Education Practicum* is defined as a planned and supervised educational experience gained through first-hand observations and operational responsibilities. Practicum sites are primarily at higher education institutions or other similar educational organizations. Specific activities during the practicum may vary greatly from one placement to another in that different students may have different learning needs and desires, and different settings will offer different learning opportunities.

The practicum concept is a collaborative, practical learning partnership between an EDL graduate student, who is designated an *Intern*, a CMU faculty supervisor (EDL faculty member) and the on-site supervisor. The program's philosophy is to help students enhance their professional skills through a practicum that provides realistic situations in which to apply and synthesize theory and practice. The practicum utilizes the services of an on-site supervisor, who guides, evaluates, and provides feedback to the intern on a regular basis, and collaborates with the CMU faculty supervisor.

Each practicum is designed to include a minimum of 135 clock hours (45 hours per credit hour) of experiences and be conducted over a period of time agreed upon by the faculty supervisor and on-site supervisor. Any exceptions will be determined by the faculty supervisor in consultation with the on-site supervisor.

## EDL 696 Higher Education Practicum

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### Course Description

The EDL 696 College Teaching Practicum course is designed to integrate professional practice, theory, and ethical standards within a supervised educational setting. These experiences should provide for the integration and practical application of theory and skills gained through the formal program of study and should allow for exposure to and the development of competencies in a preferred area of interest. Concurrently, an on-the-job experience of reasonable depth and length enhances the potential for superior qualification and a wider range of career and employment alternatives once professional placement is sought.

### Student Learning Outcomes

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During a practicum placement, training activities should be aimed at providing the following generalized outcomes for the student entering the field of educational leadership. At the completion of the practicum, the intern will be able to:

1. Apply the knowledge and skills acquired through coursework and previous experience to actual problems, challenges, and day-to-day leadership duties.
2. Integrate the concepts and skills from various prior learning experiences and apply them in appropriate situations.
3. Facilitate the creation of a collaborative learning environment.
4. Design effective programs to address campus issues.
5. Effectively communicate and work with the diverse nature and needs of all students, faculty, staff, and administrators.
6. Promote the success of every student by acting with integrity, fairness, and in an ethical manner.
7. Assess and effectively use the tools of technology, research, data and social media to create effective institutions.

### CAS Standards

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The practicum experience should focus on the following areas as denoted by the CAS Standards:

- Knowledge acquisition, integration, and application
- Critical thinking, effective thinking, effective reasoning, and creativity
- Intrapersonal development
- Interpersonal competence
- Civic engagement
- Practical Competence

## General Operating Procedures

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1. Before beginning your practicum, carefully read through this document. Any questions should be directed to faculty practicum advisor.
2. The student should identify and meet with his/her site supervisor. This is the person who will oversee the practicum and be your direct supervisor. Together they should review and sign the On-Site Practicum Supervisor Agreement (Appendix A). They should also discuss the Practicum Application (Appendix B) and the Practicum Plan (Appendix C). Together they should agree upon a draft of both documents. These three documents should be submitted to the faculty practicum advisor.
3. Practicum learning objectives/outcomes will be developed cooperatively with the intern and the on-site practicum supervisor prior to the practicum. These objectives will articulate those activities, projects, planned experiences, and learning outcomes that will give purpose and direction to the practicum. The written learning objectives/outcomes should generally be presented in priority order on the Practicum Plan. The outcomes must be shared with the EDL faculty practicum instructor upon completion. It is possible that the student may be asked to renegotiate objectives and outcomes at the request of the practicum instructor.
4. Practicum application and plan must be submitted by April 1 for summer practicum; July 1 for fall practicum; and November 1 for spring practicum. According to University policy, an affiliation agreement between the organization in which the practicum occurs and Central Michigan University must be in place before the beginning of the practicum. A student may not begin accumulating practicum hours until all documents (application, learning plan, and affiliation agreement) have been received and approved. Once the application and learning plan have been approved and a signed affiliation agreement is on file with CMU, the department personnel will register the student.
5. As much as possible, the practicum schedule should ensure continuity and diversity of participation by arranging morning, afternoon, and when necessary some evening time blocks when possible and/or relevant.
6. All schedules will be arranged between the intern, and the on-site practicum supervisor. The student intern will attend at least one mid-term conference with the EDL faculty practicum instructor. Additional meetings will be scheduled on an as-needed basis.
7. The on-site practicum supervisor should regularly meet for one-on-one meetings to discuss the student's experiences to date. During this time, specific projects and activities may be assigned that can be completed within the duration of the practicum semester. These meetings should be considered a part of the 135 hours required.
8. Under the direction of the on-site practicum supervisor, the student intern will complete experiences with other assigned professionals observing and participating in operations, planning, projects, and problem-solving. Learning competencies, experiences, exposures, programs, projects, and assignments will be negotiated between the student intern, the EDL practicum instructor, and the on-site practicum supervisor.

9. The intern and the faculty practicum instructor will confer around mid-practicum. This review will be held to discuss specific activities, progress, and involvement of the intern related to the objectives and learning outcomes of the practicum.
10. The intern will maintain a weekly work log, draft six reflective essays describing and recording learning experiences, perceptions, and reactions to particular experiences and projects, and write a summative self-evaluation report at the end. These items will be submitted periodically to the practicum instructor throughout the semester.
11. At the end of the practicum, the on-site practicum supervisor, faculty practicum advisor, and intern will meet to discuss the quality of the intern's work. An appraisal letter and/or evaluation reflecting the level and quality of the performance of the intern will be submitted to the faculty practicum instructor by the on-site practicum supervisor at the end of the practicum.
12. As practicum is "real-world," experiential, and interactive, it is important that students regularly attend both their scheduled hours at their practicum placement, orientation, and face-to-face evaluation meetings. However, it is understood that events may occur that prevent the student from getting to the practicum site. If this does occur, it is imperative that the student contact the on-site practicum supervisor.

## **Obtaining an Practicum Site**

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### ***Student Responsibilities and Deadlines***

Students are encouraged to seek out a practicum experience that involves a broad range of experiences and opportunities to stretch and develop professionally. Once location and an on-site practicum supervisor are selected, the intern must submit the Student Practicum Application and Plan (See Appendices) in conjunction with the EDL faculty practicum instructor and the on-site practicum supervisor. Within this application, the student must provide information regarding what the responsibilities and duties will be within the practicum placement and the on-site practicum supervisor's name. All of this information should be submitted to the EDL faculty practicum instructor *no later than two months prior to the first day of classes during the semester in which the practicum is conducted.*

## **Responsibilities of the EDL Student Placed in an Practicum**

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### ***To the prospective leadership intern:***

Undertaking a practicum in educational leadership is one of the most important phases in preparing to become an effective educational leader. Carefully review the instructions outlined in this *Practicum Handbook*.

The coming and going of an intern may create the perception of some disruptions to some employees at the practicum site. At the same time, interns have ideas to present for consideration that can be of value to the educational program.

Endeavor to make some permanent, tangible contributions to the organization during the practicum

experience, including the following professional responsibilities:

1. The practicum expects responsibility and commitment. Punctuality, attendance, and preparation should reflect the seriousness of this responsibility.
2. The practicum is an opportunity to learn. Observe carefully not only **what** is done, but also **the process in how** it is done at the cooperating site. Be discrete at all times about talking to friends and outsiders about what transpires at the practicum site.
3. First impressions are important. Be courteous, cooperative, and sincere in dealings with the EDL faculty practicum coordinator, on-site practicum supervisor(s), administrators, faculty, institution employees, parents, and residents of the community. The ability to work well with people and to maintain desirable relationships are skills that student interns and life-long professionals must cultivate.
4. Interns are guests at the practicum site; therefore, they are expected to support the college or university, agency, or organizational policies and personnel. All rules and regulations are to be followed and always follow the chain of command. The on-site practicum supervisor is the intern's immediate supervisor.
5. All on-site practicum supervisors are concurrently educational professionals at the practicum site, and expect interns to become a contributing member of the employee group(s). Every on-site practicum supervisor has certain obligations at his/her place of work, and indirectly to the EDL program and to the practicum instructor. Interns must be willing to do their fair share of the work. At the same time, interns are not expected to do "odd jobs" or carry out responsibilities beyond their authority and experience.
6. Interns should dress, talk, and act professionally. They should exemplify professionalism in dealing with confidential information. Interns should demonstrate a professional attitude and appearance in all contacts in the institution and community.
7. Interns should assume responsibility for the quality of their experience, seek out challenging opportunities and ask for new assignments or responsibilities. Interns should use initiative, but keep the on-site practicum supervisor informed.
8. Clear professional ethics and confidentiality are critical to free and frank discussions while learning in a practicum experience. Matters discussed in a practicum which stem from events while "on the job" will be held in confidence and not discussed outside of the practicum with anyone—including family members and friends. However, it is vital that on-site practicum supervisors be aware that matters stemming from work in practicum sites may be eligible for discussion in future classes under the supervision of the EDL faculty, and that these matters will be kept in strictest confidence.
9. Interns should not hesitate to ask for assistance from the on-site practicum supervisor. If interns do not know how to complete a task, they should communicate this to the on-site practicum supervisor.
10. Interns should never criticize one student or employee to another, nor should interns criticize

EDL faculty practicum instructor, on-site practicum supervisors, administrators, or CMU or any other institution to others. Conduct unbecoming of a professional is considered just cause for removal from a practicum site and/or from the practicum course, and the intern will not receive credit for the practicum course.

11. Interns should not be afraid to suggest new ideas but strive for tactfulness when doing so.
12. Interns should strive to learn all they can during their practicum experience, and gain experience in all phases of the positions and/or projects assigned.
13. Interns should take criticism in the spirit in which it is offered. Suggestions will be offered for professional improvement. Invite suggestions and use them. Make positive changes in work responsibilities as suggested by the on-site practicum supervisor.
14. Be prepared to spend the time necessary to participate in the activities expected of on-site practicum supervisors. It may be expected to take an active role in evening and weekend activities. Remember that the practicum is an opportunity to experience “real-world” roles and responsibilities of a college/university or related agency professional. Plan to be involved in a variety of activities and budget time and other resources in order to allow for full participation. Other employment is permitted during the practicum.
15. Set aside time regularly for meetings with the on-site practicum supervisor.
16. Before leaving the institution at the end of the practicum placement, be sure to personally express appreciation to the on-site practicum supervisor(s), managers/directors and coordinators working at the practicum site. Use good manners and follow this up with written expression of appreciation.
17. Know the rules and policies of the department or division assigned—paperwork, process, file handling, supervision, etc. Follow the rules. In most cases they were created for good reasons. It is permissible to ask the on-site practicum supervisor about the history of a policy or procedure and even to raise concerns about its effectiveness.
18. Become familiar with the academic and working calendar of the assigned practicum site. Missing an appointment is unprofessional, so structuring and disciplining time should be part of your learned behavior.
19. Letters of recommendation from professors and a student’s advisor in the EDL department are important, but if they have not actually supervised the student in practice, then they are not equipped to speak directly about an intern’s skills. Letters of recommendation from on-site practicum supervisor(s) carry significant weight. Plan and network accordingly.

### **Responsibilities of the EDL Faculty Practicum Advisor**

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1. Coordinate with on-site practicum supervisor(s), and if appropriate the content of the pre-practicum orientation for all students enrolled in the required practicum course including:

- A. Help interns gain proper understanding of the philosophy, policies, standards, and procedures pertaining to practicums.
  - B. Help each intern to surface and identify personal and professional development learning objectives/outcomes that are best met through practicum experience.
  - C. Assist interns with all initial contacts with potential practicum sites and possible on-site practicum supervisors.
2. Guide the student intern's preparation of the practicum plan; receive and review various practicum training reports and evaluations from the student intern, and the on-site practicum supervisors.
  3. Contact the student intern monthly during the practicum placement, and respond to any problems that require attention.
  4. Contact site supervisor at beginning of practicum to answer questions, clarify expectations, and overview the practicum process.
  5. Contact site supervisor at midway point of practicum to receive a verbal update on the intern's progress.
  6. Meet with student intern mid-practicum to discuss progress, projects and to answer questions.
  7. Ensure that the intern has completed all appropriate follow-up activities at the conclusion of each practicum placement, including all projects, reports, and evaluations have been completed to the satisfaction of the on-site practicum supervisor.
  8. Complete on-site evaluation meeting between intern and site supervisor.
  9. Assign intern's final credit, taking into consideration any evaluations from the on-site practicum supervisor.

### **Responsibilities of the On-Site Practicum Supervisor**

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#### ***To the respective on-site practicum supervisor:***

The role of an on-site practicum supervisor is of great importance, and is necessary to the total scheme of practicum training activities. For many EDL graduate students, the practicum is regarded as one of the most important phases in completing their program. There is no doubt that the on-site practicum supervisor will greatly influence the professional attitude of the intern as well as provide him/her with the opportunity to increase his/her professional knowledge and skills. The quality of on-site practicum supervisors and their commitment, interest and efforts has tremendous influence on the outcome of practicum training. Therefore, the role of the on-site practicum supervisor should be viewed as both serious and necessary.

The on-site practicum supervisor implies a dual set of responsibilities. The on-site practicum supervisor

is needed to help plan and implement meaningful learning experiences for the student intern. The on-site practicum supervisor must ensure that the intern is aware of the various “do’s” and “don’ts” of the organization, and that the intern fully abides by them.

In general, the on-site practicum supervisor’s responsibilities will include:

1. Develop an understanding of the EDL department’s philosophy, policies and procedures pertaining to a practicum placement.
2. Approve, in cooperation with the EDL faculty practicum instructor, the intern’s final practicum plan, including the intern’s responsibilities and learning objectives sought/desired during the practicum.
3. Take a proactive posture in all matters pertaining to practicum training and experiences, including:
  - A. Identifying problems early on, and if they occur, communicating them quickly to the intern, and if necessary, the EDL practicum instructor.
  - B. Identifying and employing a variety of rotational, comprehensive, and complementary learning opportunities and projects for the intern.
  - C. Making the intern feel welcome, facilitating student’s orientation, assigning appropriate tasks, and providing suitable and regular time for supervisory and formative evaluation discussions with the intern.
  - D. Introducing the intern to the administrative leadership team, and other faculty and employees at the practicum facility.
  - E. Communicating work-site policy on such matters as:
    - a. Daily working hours
    - b. Weekends in the community, as appropriate
    - c. Responsibilities
    - d. Professional dress recommendations
    - e. Personal conduct
    - f. Absences
4. Certifying completion and sending an evaluation of the intern’s performance to the practicum instructor.
5. Participating in a practicum evaluation meeting with the intern and faculty practicum supervisor.

## **Practicum Termination and Reassignment**

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### ***Procedures for Termination***

Although it is not expected that an intern will need to terminate a practicum placement, this event may occur. Termination will be a joint decision by the EDL faculty practicum instructor and the on-site practicum supervisor.

### ***Requesting Reassignment***

At times, a practicum assignment is not a good fit for the intern, and a reassignment to another practicum placement is warranted. Reassignment may be requested by the intern, the EDL faculty practicum advisor, and/or the on-site practicum supervisor.

As emerging professionals, it is expected that all practicum students will act in a professional and competent manner. Therefore, reports of failure to fulfill obligations or responsibilities will be taken seriously. Through the evaluation and feedback provided by both on-site practicum supervisor and the EDL faculty practicum supervisor, a student functioning in a practicum should have a good working knowledge of whether or not they are meeting expectations. If at any time, a student suspects that his/her evaluations are not actually reflective of work at the setting, the intern should meet with the practicum instructor to discuss the issue. If the on-site practicum supervisor is not meeting expectations, providing the variety, depth and breadth of experiences mutually agreed, or failing to provide the intern with feedback regarding performance, the intern should meet with the practicum instructor to discuss the issues.

## **Ethics and Confidentiality**

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Clear professional ethics are essential in any employment situation. An intern is strongly encouraged to seek out and read the professional codes of ethics for the assigned work site, and should seek out and read the institutional codes of ethics contained in handbooks, personnel manual, board policy manuals, etc.

An intern may be dismissed from the practicum course and a grade of “NC” given in clear cases where professional ethics and confidentiality practices are abused.

## **Professional Practicum Assignments**

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### **1. Practicum Proposal**

- a. Include a copy of your Practicum Application with complete information. This form will become the first page of your practicum proposal (see Appendix A).
- b. Include a signed copy of the On Site Supervisor Agreement form (see Appendix B) as the second section of your practicum proposal.
- c. Prepare a 3-5 page practicum learning plan collaboratively and mutually agreed upon with the intern, faculty supervisor, and the on-site supervisor. The objectives should align with

the CAS Standards. This Practicum Learning Plan will become the third section of the proposal (see Appendix C).

## 2. Practicum Log

The intern is required to maintain an ongoing journal and work log to share with the faculty supervisor, describing and recording learning experiences, perceptions, and reactions to particular experiences and projects.(see Appendix E).

## 3. Capstone Experience

The portfolio or e-portfolio is designed to reflect the student's learning and experiences during the Leadership Practicum. Interns will develop a portfolio that will include a divided section for each of the six standards. This portfolio may be completed electronically or in a printed format.

- a. Portfolio Component I: A signed copy of the **Practicum Proposal**.
- b. Portfolio Component II: The **Practicum Log**
- c. Portfolio Component III: **6 Reflective essays**
- d. Portfolio Component IV:
  - 1) **Evidence** described in learning plan
  - 2) Artifacts that document the intern's activities and accomplishments should follow the log. Artifacts must be scanned appropriately for e-Portfolio submissions.
- e. Portfolio Component V: The intern will submit a final three-four page **summative self-evaluation** that describes and assesses performance and the extent the intern has met the established learning objectives/outcomes. This summative self-evaluation is not intended to be a report of what was done, but rather how things went, what was learned, and the intern's future plans for leadership development. This report should detail achievement with the six CAS domains..
- f. Portfolio Component VI: The final items at the back of the portfolio will include the **on-site supervisor's assessment** of the intern's experience.
  - a. The supervisor should be presented with the portfolio for review prior to the final meeting with the intern and faculty supervisor.
  - b. The on-site supervisor will provide an assessment of the intern's goal attainment, as well as his or her growth and development as an educational leader.

The portfolio is to be completed in a comprehensive and scholarly manner, using the *Publication Manual of the American Psychological Association* (APA), 6th Edition as a style and format guide.

Interns must claim all non-electronic portfolios from the Educational Leadership Department Campus Office (EHS 334) within 15 days after a grade has been awarded.

## Assessment

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Evaluation is an ongoing process completed by the intern, the on-site supervisor, and the faculty supervisor. Assessment is completed at the conclusion of the practicum experience. This is a Credit/No Credit course.

## **Criteria for Evaluating Intern's Performance and Achievement**

In evaluating written assignments, the intern's EDL practicum instructor will look for:

- Accuracy of information and level of rigor in thinking equivalent to graduate work;
- Achievement of the six domains of the CAS standards;
- Completeness of response to the written assignment;
- Analytical and linguistic level appropriate for graduate students;
- Effective writing style (reports are organized and coherent, with an introduction, body, and conclusion, and does not contain irrelevant or repetitive material);
- Use of standard English and spelling. Any errors should be minor and few;
- Use of correct APA writing format and citation style;
- All written assignments to be typed, double-spaced, and use 12-point font.

**In evaluating regular and ad hoc face-to-face progress and formative performance conferences, the EDL faculty practicum instructor and the on-site practicum supervisor will look for:**

- Accuracy of information; sound, clear, convincing, logical solutions/arguments to assigned operations, problems and project experiences.
- Completion and full participation in the mutually developed tasks/projects/meetings.
- Constructively and actively engaged in initiating discussion and involvement in reviewing organizational decisions, problem-based functions, and practices.
- Willingness to give and receive feedback; all communication is open so that the practicum expectations can be mutually adjusted, if need or different interest intrigue the intern.
- Feedback and results of projects and assignments are pragmatic, realistic, common-sense-oriented versus idealistic, shallow, and impractical.
- All discussions reflect projects and preparations, which are thoughtful, thorough, organized, understandable, and main points covered satisfactorily.
- Responds as and expects to be treated as a colleague and professional by all staff with whom the intern may interact.
- Upholds confidentiality.

**In evaluating and determining the intern's OVERALL performance through the practicum experience, the EDL faculty practicum instructor and on-site practicum supervisor will look for:**

In large part, the success of each practicum experience is directly related to the student's full commitment and participation. The primary basis for participation should be a combination of behaviors, insights, and questions gained from certain experiences that should provide a new awareness of the student's leadership skills.

## APPENDIX A – Leadership Practicum Application



Department of Educational Leadership  
334 Education and Human Services Building  
Mt. Pleasant, MI 48859  
Phone: (989) 774-3204

### Higher Education Practicum Application

#### STUDENT INFORMATION

NAME:		CMU STUDENT ID NUMBER:	
STREET ADDRESS:			
CITY:	STATE:	ZIP:	
PHONE:	CMU E-MAIL ADDRESS:		
PRESENT POSITION:			
PRACTICUM SEMESTER:		YEAR:	
<input type="checkbox"/> FALL <input type="checkbox"/> SPRING <input type="checkbox"/> SUMMER			
Proposed Practicum Starting Date:			
Proposed Practicum Ending Date:			

I have read the Practicum Manual and understand the expectations of the Professional Practicum.

Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### ON-SITE SUPERVISOR INFORMATION

HONORIFIC: <input type="checkbox"/> DR. <input type="checkbox"/> MR. <input type="checkbox"/> MRS. <input type="checkbox"/> MS <input type="checkbox"/> MISS	NAME:	TITLE:	
SCHOOL / ORGANIZATION:		PHONE:	
ADDRESS:	E-MAIL ADDRESS:		
CITY:	STATE:	ZIP:	

#### DISTRICT / ORGANIZATION ADMINISTRATOR (SUPERINTENDENT / CEO / ETC)

HONORIFIC: <input type="checkbox"/> DR. <input type="checkbox"/> MR. <input type="checkbox"/> MRS. <input type="checkbox"/> MS <input type="checkbox"/> MISS	NAME:	TITLE:	
SCHOOL / ORGANIZATION:		PHONE:	
ADDRESS:	E-MAIL ADDRESS:		
CITY:	STATE:	ZIP:	

## APPENDIX B – On-site Supervisor Agreement



### On-Site Supervisor Agreement

EDL 696 Higher Education Practicum

Each on-site supervisor is responsible for providing on-site orientation, direction, and supervision, making sure that hours are completed according to the agreement. The on-site supervisor also needs to make sure that necessary resources are made available to the student. Regular supervisory meetings should be scheduled in addition to meetings directly involving the practicum project(s). It is good practice to work out specifically the student's learning goals and objectives, the supervision goals and objectives, the rotational activity schedule within the organization, and what work performance (specific or overall) will be reviewed on what schedule.

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I agree to provide the following as an on-site supervisor:

- Supervision meetings with the practicum student in order to enhance and support student learning.
- An orientation to the practicum setting and to the organizational environment.
- The student with appropriate work space.
- Authentic learning experiences for the practicum.
- Specific duties for the intern.
- A written evaluation of the student's performance at the end of the semester.
- Information and resources as appropriate to help the student complete the practicum experience.
- Suggestions for readings related to the practicum area when appropriate.
- Encourage the student to be ethical and confidential at all times.

With the student intern, I will create:

- A statement of the student's learning goals and objectives/outcomes to be accomplished through the practicum experience.
- A list of activities to be engaged in to meet the goals and objectives.
- A work schedule including days, times, and special dates/events.

On-Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Student Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX C – Practicum Learning Plan Agreement**



**Practicum Learning Plan Agreement**  
EDL 696 Teaching Practicum

Student Intern Name: \_\_\_\_\_

Practicum Site: \_\_\_\_\_

*Develop five primary learning goals that you desire to accomplish while working in your practicum experience. For each one, include an outcome measure and a list of action-steps or objectives for completion. Use additional pages as necessary.*

1. **Goal:**  
Action Steps:  
  
Evidence:
  
2. **Goal:**  
Action Steps:  
  
Evidence:
  
3. **Goal:**  
Action Steps:  
Evidence:
  
4. **Goal:**  
Action Steps:  
  
Evidence:
  
5. **Goal:**  
Action Steps:  
  
Evidence:

Discuss these with your EDL faculty practicum instructor and on-site practicum supervisor, and sign below to indicate agreement with the goals.

Student Intern Signature: \_\_\_\_\_

Date: \_\_\_\_\_

On-Site Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

APPENDIX D –Practicum Log



CENTRAL MICHIGAN  
UNIVERSITY

Practicum Log

Student Intern Name: \_\_\_\_\_

Practicum Site: \_\_\_\_\_

Date and Contact	Time (hours)	Activity (Brief)	Role (L, A, P, O*)
<b>Running Total</b>			<b>*Leader, Assistant, Participant, Observer</b>