

BAKER

UNIVERSITY

SCHOOL OF EDUCATION



1858

DIRECTED FIELD EXPERIENCE HANDBOOK

FOR THE

MASTER OF ARTS IN SCHOOL LEADERSHIP

The Mission of the School of Education (SOE) is to develop exemplary educational leaders.

The SOE Vision reflects the above mission statement and the belief that exemplary educational leaders must

- Advocate for, be committed to, and care about all students and their learning successes;
- Have a strong knowledge base and sense of beliefs and values supported by educational research and best practices;
- Have the commitment, passion and skills to transfer knowledge, beliefs and values into policy and practice; and
- Maintain an unremitting drive for improvement.

August 2007

BAKER UNIVERSITY

School of Education

MASTER OF ARTS IN SCHOOL LEADERSHIP DIRECTED FIELD EXPERIENCE HANDBOOK

Table of Contents

Purpose and Scope of the Directed Field Experience.....	3
Conceptual Framework	4
Mission Statement	4
Essential Characteristics.....	4
Program Objectives.....	5
Role and Expectations of the University	7
Role and Expectations of the University Supervisor	7
Role and Expectations of the Student Intern	7
DFE Admission	8
Role and Expectations of Intern.....	8
Assessments Used in Directed Field Experience.....	9
Role and Expectations of the Administrative Mentor.....	9
MASL Degree Requirements.....	10
Kansas and Missouri Building Administrative Licensure.....	11
Conviction of a Crime Punishable as a Felony	12
Advising in the MASL Program	13
Directed Field Experience Syllabus.....	14
Appendices.....	16
DFE Contractual Agreement.....	17
Log of Student Intern Activities.....	18
Administrative Experience Prior to DFE.....	19
Secondary to DFE Assignment.....	21
Professional Skills Survey Rubric.....	23
Intern’s Evaluation Form.....	24
Administrative Mentor's Evaluation Form.....	25
Supervisor’s Evaluation Form.....	26
Supervising Instructor Evaluation.....	27

BAKER UNIVERSITY SCHOOL OF EDUCATION MASTER IN ARTS OF SCHOOL LEADERSHIP

PURPOSE AND SCOPE OF THE DIRECTED FIELD EXPERIENCE

The Directed Field Experience (DFE) is the Master of Arts in School Leadership (MASL) capstone course that provides a program candidate (Intern) with the hands-on experiences necessary to transfer beliefs, values, theory, and knowledge into policy and practice. The DFE is an important element in the administration preparation process and is designed to assist the Intern in understanding the role change associated with becoming a building administrator.

MASL candidates are approved for admission to the DFE by the Graduate Education Committee (GEC).

An Intern must engage in 100 hours of administrative field experiences in 14 different areas as identified by the SOE. The Intern must complete 12 of the 100 DFE hours at a level other than the level at which employed or certified.

The DFE takes place in a state-accredited school setting and the Intern works under the supervision of a building administrator referred to as the Administrative Mentor (Mentor). This Mentor is required to have three years of administrative experience. Exception to the 3-year experience requirement must be approved by SOE administration. It is recommended the Mentor have two years of experience in the building in which the DFE takes place.

The SOE assigns a University Supervisor (Supervisor) experienced in building administration to provide university supervision during the DFE. The Supervisor works closely with the Intern and Mentor and conducts onsite visits during the DFE to observe the Intern and provide feedback on the Intern's performance.

The Intern, Mentor, and Supervisor receive a DFE Handbook at the beginning of the DFE which provides an overview of MASL conceptual framework, essential program characteristics, and program objectives; addresses the roles of the Intern, Mentor, and Supervisor; and lists DFE requirements and DFE assessments.

The Supervisor provides an orientation for the Mentor during the initial onsite visit with the Intern identifying roles and expectations of the DFE. If possible, the building administrator of the school in which the Intern completes 12 hours of field experience is encouraged to attend this orientation.

CONCEPTUAL FRAMEWORK MASTER OF ARTS IN SCHOOL LEADERSHIP (MASL)

Mission Statement

The **Mission** of the School of Education (SOE) is to develop exemplary educational leaders.

The SOE **Vision** reflects the above mission statement and the belief that exemplary educational leaders must

- Advocate for, be committed to, and care about all students and their learning successes;
- Have a strong knowledge base and sense of beliefs and values supported by educational research and best practices;
- Have the commitment, passion and skills to transfer knowledge, beliefs and values into policy and practice; and
- Maintain an unremitting drive for improvement.

Program Essential Characteristics

The University believes there are essential characteristics associated with becoming an exemplary instructional leader. These essential characteristics are categorized in the two areas of Professional Skills and Personal Dispositions. The candidate must bring a level of skills and dispositions to the program; however, these skills and dispositions can be developed as the candidate proceeds through the program. To ensure these skills and dispositions are developed, the MASL program continuously monitors candidate progress, ensuring effective instructional leadership in the twenty-first century.

Professional Skills

The SOE believes an exemplary professional educator evinces the following Professional Skills; therefore, the MASL candidate must demonstrate the following:

- 1) A strong educational knowledge base that aligns with authorities in the field, research and/or best practices;
- 2) Written communication skills that enable the candidate to write ideas clearly, using good writing conventions, organization, and focus;
- 3) Oral communication skills that enable the candidate to clearly articulate oral comments and interact with individuals and groups;
- 4) Professional responsibilities and organizational skills that enable the candidate to assume responsibility for class assignments; class participation; class attendance; plan, schedule, and meet time lines; and
- 5) Problem solving and critical thinking skills that enable the candidate to think critically and solve problems.

Personal Dispositions

The SOE believes an exemplary professional educator evinces the following four Personal Dispositions; therefore, the MASL candidate must believe the following:

1. He or she is capable of positively influencing learning for all people;
2. All people are capable of learning at a high level;
3. The purpose of education is to assist all people to become competent and successful;
and
4. Effective leadership and teaching are interpersonal processes where the individual's attitudes, beliefs, feelings, and welfare must be of prime consideration.

MASL Program Objectives

The MASL program develops exemplary educational leaders who demonstrate the ability to promote success for all students. The MASL program objectives are closely aligned with the ISLLC and KSDE professional standards for building administrators. Program assessments and/or candidate activities focus on the indicators identified under each program objective.

A program candidate

1. Facilitates the development, articulation, implementation, and stewardship of a vision of learning shared and supported by the school community ensuring the following:
 - a) The school's vision, mission, and goals are cooperatively developed by all members of the school community and effectively communicated to all stakeholders;
 - b) The vision, mission, and goals shape all educational programs, plans, and actions;
 - c) Assessment and demographic data are used in the decision making process and the development of school goals and strategies;
 - d) Leadership beliefs, values, and behaviors that impact student learning are formulated into personal leadership positions and applied to policy and practice;
 - e) The school's vision, mission, and implementation plans are regularly monitored, evaluated, and revised; and
 - f) Candidates understand and implement leadership practices that enhance learning.
2. Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth ensuring the following:
 - a) A culture of high expectations for self, student, and staff performance exists to ensure success for all;
 - b) Diverse and exceptional learners are considered in the development of instructional programs that meet the needs of all learners;
 - c) Curricular and co-curricular programs are based on research, teacher expertise, and the learned society and are in concert with the school's vision and mission;
 - d) Professional learning communities are developed for the purpose of enhancing student learning;
 - e) Results-based professional growth opportunities are designed, implemented and evaluated;

- f) Technologies are used to enhance teaching and learning; and
 - g) The personnel evaluation process is effectively administered for faculty and staff.
3. Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment ensuring the following:
 - a) Operational procedures are designed and managed to maximize opportunities for successful learning;
 - b) Human resources are designed to achieve the vision and goals of the school;
 - c) The school is operated safely, efficiently, and effectively, including the implementation of crisis management plans;
 - d) Fiscal, material and public resources are managed responsibly, efficiently, and effectively to achieve the vision and goals of the school;
 - e) Legal issues impacting all operational aspects of the school setting are understood and effectively administered;
 - f) Technology is effectively used to manage school operations; and
 - g) Confidentiality and privacy of records are maintained.
 4. Collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources ensuring the following:
 - a) High visibility, active involvement, and communication with the larger community is a priority;
 - b) Effective communication, group processes, consensus building, problem solving, and conflict resolution skills are developed and used;
 - c) Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support common goals;
 - d) Diversity of populations and opinions are recognized and valued and community stakeholders are treated equitably; and
 - e) A comprehensive program of community relations is developed with the school community.
 5. Acts with integrity, fairness, and in an ethical manner ensuring that the administrator
 - a) Demonstrates an understanding of personal and professional codes of ethics;
 - b) Models professional integrity, fairness, and ethics in all professional relationships;
 - c) Treats all persons fairly, equitably, and with dignity;
 - d) Applies laws and procedures fairly and accurately; and
 - e) Protects the rights and confidentiality of students and staff.
 6. Understands, responds to, and influences the larger political, social, economic, legal, and cultural context ensuring the following:
 - a) Trends, issues, and changes occurring in the school community are addressed;
 - b) The school community works within the framework of policies, laws and regulations enacted by local, state, and federal authorities;
 - c) Communications are maintained with all members of a diverse community;
 - d) A visible presence in the school community;
 - e) An understanding of the political dynamics of the school community; and
 - f) An effort to influence stakeholders who impact the school community.

ROLE AND EXPECTATIONS OF THE UNIVERSITY

Baker University School of Education assumes the following responsibilities to ensure that the DFE is an authentic learning experience for the Intern:

1. Admit an Intern into the DFE in accordance with the SOE policies regulating the DFE. Each Intern will be admitted into the DFE at his or her level of teaching licensure and experience.
2. Approve the selection of the administrative Mentors ensuring that the Mentors meet SOE requirements.
3. Provide an orientation for the Mentors to ensure the maximum learning experience for the Intern.
4. SOE provides assistance and advising sessions for Interns to help them complete the program and licensure requirements.
5. Provide a Supervisor to assist, monitor, and supervise the DFE. Supervisors are professional educators who have had experience as public school building administrators.

ROLE AND EXPECTATIONS OF THE UNIVERSITY SUPERVISOR

The duties of a University Supervisor assigned to an Intern include the following:

1. Conducting three DFE meetings: an organizational meeting, a mid-term meeting, and a final meeting toward the end of the DFE. These meetings are designed to address issues and questions pertaining to the DFE, assist in the development of the MASL portfolio, and provide guidance in establishing credential files and licensure application procedures.
2. Supervising the DFE by scheduling visits to school sites to discuss progress and experiences during the DFE.
3. Conferring regularly with the Mentors regarding the Intern's progress.
4. Serving as a resource person to both the Intern and the Mentors.
5. Monitoring the "Log of Student Intern Activities" to ensure that the required administrative experiences are appropriately completed.
6. Ensuring that all DFE evaluations are completed in a timely fashion.
7. Assuming responsibility for issuing the grade for the DFE after consultation with the Mentor.
8. Monitoring the accumulation of Program Portfolio artifacts.

ROLE AND EXPECTATIONS OF THE STUDENT INTERN

The Directed Field Experience (DFE) is the Master of Arts in School Leadership (MASL) capstone course that provides a program candidate (Intern) with the hands-on experiences necessary to transfer beliefs, values, theory, and knowledge into policy and practice. The DFE is an important element in the administration preparation process and as such is designed to assist the Intern in understanding the role change associated with becoming a building administrator.

DFE Admission

- An MASL candidate is responsible for requesting and submitting a DFE application to the SOE.
- An MASL candidate may apply for admission to the DFE upon completion of 12 MAS credit hours and 6 credit hours of required EDU courses.
- An MASL candidate must have completed 15 credit hours of MAS course work and 9 credit hours of required EDU courses by the start date of the DFE.

The SOE GEC formally admits MASL candidates to the DFE who

- Have completed the required MASL and EDU credit hours stated above;
- Have a cumulative GPA in the MASL program of 3.25 or higher;
- Have a composite average of 3.5 or higher on the Professional Skills Survey; and
- Have a minimum of three years of successful teaching experience in a state-accredited school (K-12) by the completion of the MASL program.

The role and expectations of the Intern are the following:

- A candidate submits a formal DFE contractual agreement prior to the DFE experience. The contractual agreement must be signed by 1) a district level administrator; 2) the administrative mentor; 3) the University DFE supervisor (after assignment by the SOE); and 4) the candidate.
- An Intern completes the DFE in either an August to April or a January to October timeframe in a state-accredited school.
- Interns are expected to engage in the DFE at a location within 100 miles of the site at which the Intern's MASL program of study is conducted. Exceptions to this maximum distance requirement must be approved by SOE administration.
- An Intern who is not tenured must be in at least the second year of employment in the district in which the DFE will take place.
- At the beginning of the DFE, the Mentor indicates (by signature on the Contractual Agreement) the Intern is an employee in good standing, and will remain in good standing in the district and building in which he or she is employed during the DFE. If the Intern is placed on probation or non-renewed by the district or school during the DFE, the SOE will not recommend the Intern for licensure. Employment difficulties during the DFE should be reported to and evaluated by the DFE Supervisor and the SOE administration to determine the candidate's successful completion of the DFE.
- An Intern participates in a minimum of 100 hours of administrative field experiences in 14 different areas and collects evidence of such on the Log of Activities (Form pg 18). The majority of the required 100 hours of DFE experiences is at the level of licensure that corresponds to the Intern's level(s) of teaching licensure and service. An Intern spends 12 of the 100 hours fulfilling administrative tasks at a different level of instruction (Form pg 21). An Intern may complete 30 hours (verified by the building Mentor) of field experience requirements the semester prior to the DFE (Form pg 19).
- An Intern is required to attend and participate in three class sessions during the DFE: an organizational session at the beginning of the DFE, a mid-term session, and a final class session.

- An Intern is expected to participate in a school law seminar during the MASL program.
- Along with his or her Supervisor, the Intern schedules meetings to be attended by the Supervisor, Mentor, and Intern during the DFE for the purpose of discussing progress and experiences.
- An Intern completes an MASL portfolio containing documentations and reflections relating to the DFE.

DFE Assessment

Four assessments are used during the DFE to provide feedback on Intern performance and contribute to the Intern's overall grade assigned to the DFE.

1. A DFE Intern is required to attend three class sessions during the DFE; these class sessions contribute to 10% of the overall DFE grade. These sessions are designed to address issues and concerns pertaining to the DFE, assist in the development of the MASL portfolio, provide guidance in establishing credential files with Baker University, and instruct Interns on the application process for building administration licensure in both Kansas and Missouri.
2. The Mentor completes two mentor evaluations for the Intern, the second of which contributes 25% of the overall DFE grade.
3. The Supervisor completes two supervisor evaluations for the Intern, the second of which contributes 15% of the overall DFE grade.
4. The Intern submits at the conclusion of the DFE an MASL portfolio which represents 50% of the overall DFE grade. The portfolio is evaluated by an Assistant Professor of Education or Education Specialist along with the Intern's Supervisor.

Note: Candidates entering the MASL program after August 2005 are required to submit an electronic portfolio on TaskStream.

ROLE AND EXPECTATIONS OF THE ADMINISTRATIVE MENTOR

When agreeing to mentor an Intern, a Mentor assumes the responsibility of a complex role: offering encouragement, constructive feedback, advice, modeling, and guidance. By permitting the Intern to participate, assist, and lead in administrative responsibilities, the Mentor better determines an Intern's strengths and weaknesses; thus providing opportunities for growth for the Intern as he or she moves toward the goal of becoming an exemplary educational leader.

The SOE requires the mentor to have a minimum of 3 years of building administration experience. It is recommended the Mentor have 2 years of experience in the building in which the DFE takes place. Exceptions to this expectation must be approved by SOE administration.

Along with the Intern and the Supervisor, the Mentor signs the Contractual Agreement (Form pg 17).

In mentoring the administrative experiences of the Intern, the SOE asks the Mentor to do the following:

1. Ensure that the Intern spends a minimum of 82 hours assisting with administrative duties under personal supervision. Assist the Supervisor and Intern in the selection of a Support Mentor with whom the Intern can spend at least 12 hours in administrative assistance at a different level (Form pg 21). Only 80 of the 100 hours are specifically identified on the “Log of Activities” (Form pg 18), providing flexibility for focusing on specific areas of need or interest. The Mentor may waive activities (agreed with the Supervisor) that are not available. Understandably, the Mentors will want to assist the Intern in participation of as many activities as possible.
2. Work cooperatively with the Supervisor to ensure maximum growth for the Intern. The Supervisor schedules onsite visits with the Mentor and Intern during the DFE. After consultation with the Mentor, the Supervisor issues the DFE grade.
3. Complete two evaluations (mid-way and at completion) for the Intern during the DFE. The evaluation forms are provided to the Mentor by the Supervisor (Form pg 25).
4. Complete a recommendation to be placed in the Intern’s credential file.

MASL Degree Requirements

Interns are recommended for program completion and licensure when the following requirements are met.

An intern must have

1. Successfully completed at least 37 hours from the approved MASL/MAEd curriculum:
 - a) 21 credit hours of required MASL school leadership core courses;
 - b) 12 credit hours of required MAEd graduate education core courses; and
 - d) 4 credit hours of Directed Field Experience.
2. Maintained a graduate GPA of 3.25 with no more than one course completed with a “C” grade. “D” and “F” grades are not acceptable;
3. Completed all course work within six years of the date of initial enrollment. Extension of this timeframe must be approved by GEC.
4. Maintained a composite average of ≥ 3.5 on the Professional Skills Surveys (Form pg 23);
5. Completed a minimum of three years of experience in an state-accredited K-12 program by the completion of the MASL program;
6. Successfully complete an MASL program portfolio;
7. Have paid all tuition and fees; and
8. Be approved by the SOE (PEC) of program completion.

When an intern fails to satisfy any one of the above degree requirements, the GEC may recommend that the candidate be a) placed on probation or b) dropped from the program. In either case, the candidate is notified in writing of GEC’s decision. If GEC’s recommendation is to drop the candidate from the program, the candidate may

petition the GEC in writing requesting continuance in the program. Any exceptions to program requirements must be approved by the GEC.

A person who has previously completed a graduate degree from a regionally accredited institution and who seeks building administrator licensure must complete an MASL program of study as identified by SOE and Academic Records. The program of study is determined by an evaluation of the individual's graduate transcript(s). This program of study must be completed within 6 years of initial program enrollment.

Persons desiring an MASL degree who have completed a Baker University MAEd program should contact the SOE graduate office for a program of study.

Kansas and Missouri Building Administrator Licensure

The MASL program is one of two SOE graduate programs leading to licensure in school administration. Candidates completing an MASL program of study may obtain a conditional license in Kansas and/or an initial certificate in building administration in Missouri by following the steps listed below in **Kansas Licensure** and/or **Missouri Licensure**. All MASL program completers applying for licensure in Kansas and/or Missouri must submit to the respective state education departments a passing score on the ETS School Leadership Licensure Assessment (SLLA). The passing score in Kansas is 165 or higher; in Missouri the passing score is 167 or higher.

Kansas Licensure

Upon successful completion of the MASL program of study and a passing SLLA score, the candidate is eligible for a Kansas PreK-12 conditional license in building leadership. An MASL program completer is recommended by Baker University to the Kansas State Department of Education (KSDE) for a two-year conditional license in building leadership. The conditional license can be renewed for one additional two-year period.

An individual who does not intend to enter administration soon after completion of the MASL program may want to delay applying for the conditional license. It should be noted, however, that application must be made within five years of program completion.

Once an individual obtains a conditional license in building leadership and is employed half time or more in a building administration position under an administrative contract, he or she must complete two 2-credit hour internships (referred to as Post Program Internships). Upon successful completion of the Post Program Internships, the individual is eligible to apply for a professional building leadership license. Questions pertaining to the Post Program Internship should be directed to Baker University SOE.

Kansas Conditional Licensure Application

MASL program completers applying for a conditional Kansas license in building administration must

- Complete the applicant section (Section A) of the "Conditional License or Added Endorsement" form commonly known as Form I. This application is submitted electronically to KSDE.

- The applicant section (Section A) of the ‘Verification of Accredited Experience’ form.
- Submit to KSDE a passing score (165 or higher) on the ETS School Leadership Licensure Assessment.
- Submit a check or money order with Form I in the amount of \$36 payable to KSDE.

Send all application materials to the SOE Graduate Licensure Officer.

Missouri Licensure

Upon successful completion of his or her program of study, an MASL candidate may apply to the Missouri Department of Elementary and Secondary Education (DESE) for an Initial Administrator’s Certificate which extends for four years. This certificate is for elementary administration (K-8) and secondary administration (7-12). An individual wishing to obtain middle level certification in building administration must take additional coursework presently not offered by Baker University SOE.

Missouri Initial Administrator’s Certificate Application

MASL program completers applying for a Missouri Initial Administrator’s Certificate must

- Complete sections I, II, and III of the Missouri “Application for Building Level Administrator’s Certificate or License to Teach” form.
- Submit to DESE a passing score (167 or higher) on the ETS School Leadership Licensure Assessment.
- Submit an official copy of the applicant’s Baker University transcript.

The Baker University SOE licensure officer processes and completes as needed the above application materials, affixes the university seal to the application, and submits materials to DESE.

Applicants from Kansas not holding a valid Missouri Teaching Certificate must apply for a teaching certificate at the time of application for the Missouri Initial Administrator’s Certificate and undergo a background check.

Conviction of a Crime Punishable as a Felony

An Intern who has been convicted of, or pled guilty to, a felony or a crime involving dishonesty, a controlled substance, or child molestation is required to submit a certified copy of the court order or diversion agreement to the Kansas State Department of Education (KSDE) at the time of making reapplication for licensure. A Felony or criminal conviction is reviewed by the Kansas Professional Practices Commission prior to issuing a certificate. The Intern may not be issued licensure in Kansas. The KSDE recommends all teacher education institutions inform all teacher education candidates of this practice as they enter and progress through the teacher education program and inform each Intern prior to his or her application for licensure. If a candidate responds that he or she has been convicted or has pled guilty of a violation punishable as a felony, the candidate is required to consult with the Dean of SOE.

Advising in the MASL Program

The academic advising process for the MASL degree seeking candidates begins when individuals are admitted to the institution. A candidate receives an admission letter referring him or her to designated Student Services Advising Staff for assistance with planning the candidate's program progress. A candidate is encouraged to contact advisors as needed, but the nature of the adult-focused program supports the MASL student to direct how and when assistance is sought.

Students are encouraged to utilize any of the following resources to assist with planning their schedules for program completion: the unofficial transcript feature associated with online grades, the *SPGS and SOE Student Handbook and Catalog*, and the student website www.smartermind.com. It is also recommended that as a student reaches the midpoint of the degree, he or she requests a degree check with a Student Services Advisor to ensure satisfactory and timely progress toward completion.

Upon request, transfer credit is evaluated by Academic Records. Students must provide an official transcript and appropriate course descriptions. Once approved, the transfer information is entered in the student's computer record. Students are encouraged to have transfer credit evaluated prior to or during the first course in the program so it can be considered throughout the advising process.

Course and program withdrawals, independent study requests, or exceptions to University policy must be directed to Student Services advising staff. Each is managed on a case-by-case basis.

Students wishing to obtain education program advisement in the Overland Park area are invited to contact the following:

Student Services

Phone: 913-491-4432

Fax: 913-491-0470

sservices@bakeru.edu

Students wishing to obtain education program advisement in the Wichita area are invited to contact:

Student Services

Phone: 316-636-2322

Fax: 316-634-0331

Education specialists located at the Overland Park and Wichita sites are available to advise candidates on program and licensure requirements.

Overland Park

Bethany Teppe

Phone: 913-491-4432 ext.646

bteppe@bakeru.edu

Wichita

Mike Meier

Phone: 316-636-2322

mmeier@bakeru.edu

BAKER UNIVERSITY
MASTER IN ARTS OF SCHOOL LEADERSHIP
MAS 5504 DIRECTED FIELD EXPERIENCE
COURSE SYLLABUS

The Mission of the School of Education (SOE) is to develop exemplary educational leaders.

The SOE Vision reflects the above mission statement and the belief that exemplary educational leaders must

- Advocate for, be committed to, and care about all students and their learning successes;
- Have a strong knowledge base and sense of beliefs and values supported by educational research and best practices;
- Have the commitment, passion and skills to transfer knowledge, beliefs and values into policy and practice; and
- Maintain an unremitting drive for improvement.

University Supervising Instructor: _____

Course Description:

This course is a building administrative practicum designed to provide program candidates (Interns), with the hands-on experiences necessary to transfer knowledge, beliefs, and values into policy and practice. Interns participate in 100 hours of field experience activities in 14 different areas within the school setting under the supervision of a competent building administrator (Mentor). The Intern completes 18 of the 100 DFE hours at a level other than the level at which employed or certified. Practicum activities include, but are not limited to the following responsibilities:

- a) Developing and supervising staff;
- b) Developing and monitoring curriculum, instructional practices, programs, assessments, and technology;
- c) Decision making and management skills consistent with the health and performance of the organization;
- d) Supervising and working with organizations and activities; and
- e) Planning for the allocation of money, resources, and technology.

Course Objectives and Sequence of Study:

The MASL DFE Intern observes, participates in, or has a simulated field experience in 100 hours of administrative practicum within the school setting under the supervision of competent Mentors and a University Supervisor. Objectives identified in parenthesis are MASL program objectives that match the course objectives.

The MASL DFE Intern participates and demonstrates ability in

A. Building leadership practices including the following:

1. Developing and/or involvement in leadership practices, beliefs, and values that are supported by educational leaders;
2. Developing and/or involvement in the school's vision, mission statement, and goals that are necessary to drive practices;
3. Developing and/or monitoring the collection of demographic data and profiles for use in the decision making process; and
4. Modeling professional integrity, fairness, and ethics in all professional responsibilities. (Objective 1 & 5)

B. Developing a school culture and instructional program including the following:

1. Developing and/or supervising a culture of high expectations for student, faculty, and staff performance;

2. Implementing and/or supervising learning experiences for diverse population;
3. Developing and/or supervising curriculum and co-curriculum activities;
4. Participating in and/or supervising professional growth opportunities for faculty;
5. Supervising the evaluation process for faculty and staff; and
6. Supervising technology used in teaching and learning. (Objective 2)

C. Ensuring the management of the organization, operations, and resources for a safe, efficient, and effective learning environment including the following:

1. Developing and/or implementing operational procedures designed to maximize successful learning experiences;
2. Implementing and/or supervising the fiscal management of financial, human, and material resources designed to meet the mission of the building and district;
3. Using technology in management practices;
4. Supervising student and staff records; and
5. Using the processing skills necessary to address a variety of administrator responsibilities. (Objective 3)

D. Communication and collaboration skills sufficient to address diverse community interests and needs including the following:

1. Communicating with the many federal, state, and local agencies that impact education;
2. Communicating with all members of a diverse school community;
3. Developing and/or using interpersonal leadership skills including using group processing, consensus building, and conflict resolution skills; and
4. Using written, verbal, and non-verbal communication in a variety of educational settings. (Objective 4 & 6)

E. Legal rights and responsibilities relating to educational foundations including the following:

1. Involvement with and/or supervising legal issues relating to the decision making process;
2. Address and/or applying community expectations, beliefs, values, and ethical standards into the decision making process;
3. Address and/or applying educational trends impacting the school community; and
4. Involvement in the different national, state, and local governmental agencies that impact education. (Objectives 1 - 6)

Assessments Used in the Directed Field Experience

Four assessments are used during the DFE to provide feedback on Intern performance and contribute to the Intern's overall grade assigned to the DFE.

1. A DFE Intern is required to attend three class sessions during the DFE; these class sessions contribute to 10% of the overall DFE grade. These sessions are designed to address issues and concerns pertaining to the DFE, assist in the development of the MASL portfolio, provide guidance in establishing credential files with Baker University, and instruct Interns on the application process for building administration licensure in both Kansas and Missouri.
1. The Mentor completes two mentor evaluations for the Intern, the second of which contributes 25% of the overall DFE grade.
2. The Supervisor completes two supervisor evaluations for the Intern, the second of which contributes 15% of the overall DFE grade.
3. The Intern submits at the conclusion of the DFE an MASL portfolio which represents 50% of the overall DFE grade. The portfolio is evaluated by an Assistant Professor of Education or education Specialist along with the Intern's Supervisor.

Note: Candidates entering the MASL program after August 2005 are required to submit an electronic portfolio on TaskStream.

APPENDIX

**BAKER UNIVERSITY SCHOOL OF EDUCATION
MASTER OF ARTS IN SCHOOL LEADERSHIP
DIRECTED FIELD EXPERIENCE (DFE)**

CONTRACTUAL AGREEMENT

Prior to beginning the School of Education MASL Directed Field Experience (DFE), an Intern must complete this Contractual Agreement form and return to the SOE. The Contractual Agreement form requires the signatures of the building administrative Mentor, a district office administrator, and the DFE Intern. The SOE Supervisor signature is added upon receipt of the form.

The DFE requires active Intern participation in a minimum of 100 hours of administrative field experience in 14 areas (identified on Log of Activities) within the school setting under the joint supervision of the building administrative Mentor and SOE DFE Supervisor.

Signatures of building administrative Mentor and school district administrator signify the Intern is a district employee in good standing. Additionally the signatures indicate the administrative Mentor has a minimum of 3 years experience as a building administrator and has district office approval to mentor the Intern.

_____ will participate in a Directed Field Experience during
(printed student name)

_____. This experience will occur at _____
(DFE timeframe) (school district)

_____ under the guidance of _____.
(school building) (building administrative mentor)

Approval signatures

School District Administrator Date

Building Administrative Mentor Date

University Supervisor Date

Intern's signature acknowledges Baker University School of Education retains the authority to approve the assignment of the building administrative Mentor for the DFE.

DFE Intern Signature Date

**BAKER UNIVERSITY SCHOOL OF EDUCATION
MASTER OF ARTS IN SCHOOL ADMINISTRATION**

**LOG OF STUDENT INTERN ACTIVITIES REQUIRED DURING
DIRECTED FIELD EXPERIENCES**

Student Intern _____	Administrative Mentor _____
Building _____	Building _____
School Phone _____	School Phone _____
Address _____	Address _____
_____	_____

I _____ agree to participate in the following experiences under the supervision of _____
(DFE student signature)
the above named Administrative Mentor during _____ (timeframe).

Activity	Dates of Experiences	Min. Hrs. Required	Total Hrs. in Area	Administrator Signatures
A. Working on Leadership Skills				
1. Leadership and planning	_____	6	_____	_____
2. School improvement/learning activities	_____	8	_____	_____
3. Selection of supplies & resources	_____	4	_____	_____
4. Working with legal/ethical issues	_____	4	_____	_____
5. Working with program budgets	_____	4	_____	_____
6. Using technology in management	_____	6	_____	_____
B. Working with Faculty/Staff				
1. Supervision/evaluation of staff	_____	8	_____	_____
2. Curriculum development	_____	8	_____	_____
3. Staff development and/or selection	_____	8	_____	_____
4. Using technology in instruction	_____	4	_____	_____
C. Working with Students				
1. Supervising students & activities	_____	8	_____	_____
2. Disciplining students	_____	4	_____	_____
3. Providing for a diverse population	_____	4	_____	_____
D. Working with Parents/Community				
1. Communicating with parents and/or working with community groups	_____	4	_____	_____
Minimum Hours Identified		80		
E. Miscellaneous				
_____	_____		_____	_____
_____	_____		_____	_____
TOTAL REQUIRED DFE HOURS		100		

Notes:

- A substitution can be made for the above activities if the substitution is mutually agreeable to the University Supervising Instructor, the Administrative Mentor, and the Intern, which may result in an increased focus on areas of Intern needs and/or desired areas of attention.
- Elementary (K-6) and secondary (9-12) Interns must spend 12 hours fulfilling the above administrative tasks at a different level of instruction. Middle-school Interns must complete 12 hours at either the elementary or high school level.
- Candidates may complete 30 hours of the above field experience requirements in the semester prior to the start of the DFE.

BAKER UNIVERSITY SCHOOL OF EDUCATION

8001 College Blvd.

Overland Park, Kansas 66210

Administrative Experience Prior to DFE

An Intern entering the Directed Field Experience (DFE) may with the permission of the Baker University DFE Supervisor receive up to 30 hours of administrative experience prior to the DFE. The thirty hours may only be completed one semester (16-18 weeks) prior to officially entering the DFE. Descriptions of activities must be succinctly described below and provide administrative signature for verification.

Name of Student _____

DFE Supervisor _____

Administrative Mentor _____

Building _____

Date of Experience	Hours of Experience	Description of Administrative Experience	Relevant DFE Activity	Administrator Verification

Date of Experience	Hours of Experience	Description of Administrative Experience	Relevant DFE Activity	Administrator Verification

BAKER UNIVERSITY SCHOOL OF EDUCATION
8001 College Blvd.
Overland Park, Kansas 66210

Administrative Field Experiences
Secondary to DFE Assignment

Intern _____

School _____

Administrator _____

Building Name _____

An Intern must document 12 hours of administrative activities (Log of Activities) engaged in at a building level other than the building assigned for the DFE.

Date of Experience	Hours of Experience	Description of Administrative Experience	Relevant DFE Activity	Administrator Verification

Date of Experience	Hours of Experience	Description of Administrative Experience	Relevant DFE Activity	Administrator Verification

Professional Skills Survey Rubric

Criteria	1 Point	2 Points	3 Points	4 Points	5 Points
Knowledge Base	The student does not demonstrate knowledge of the content covered.	The student demonstrates limited knowledge of the content covered.	The student demonstrates knowledge of the content covered.	The student demonstrates a strong knowledge of the content covered (both written and oral) that aligns with educational research and/or best practices.	The student demonstrates an exceptional knowledge of the content covered and uses prior knowledge to build on new learning in both written and oral work. Educational research and/or best practices are known and applied.
Written Communication	The student's written communications do not meet expectations for graduate study.	The student's written communications demonstrate limited skill.	The student demonstrates an adequate ability to express ideas, uses writing conventions with few errors, adequate organization and focus.	The student demonstrates the ability to express ideas clearly, using good writing conventions, organization, and focus.	The student demonstrates an exceptional ability to express ideas and to write in ways that are compelling for the reader. All writing is without flaw.
Oral Communication	The student's oral communications do not meet expectations for graduate study.	The student's oral communications demonstrate limited skill.	The student demonstrates an adequate ability to interact with others.	The student demonstrates the ability to communicate with others and a commitment to interact with, encourage, and empower others to communicate.	The student demonstrates an exceptional ability for communicating with others in ways that are appropriate for the setting. Speaking and listening skills are balanced.
Professional Responsibility and Organizational Skills	The student's organizational skills do not meet expectations for graduate study.	The student's organizational skills are somewhat limited.	The student demonstrates adequate ability to plan and meet time demands.	The student demonstrates the ability to plan, schedule, use resources, prioritize personal work load, and meet time demands.	The student demonstrates planning skills that exceed most. Uses of resources, prioritization of work load and time demands enhance and compliment the student's overall leadership abilities.
Problem Solving and Critical Thinking Skills	The student's critical thinking and problem solving skills do not meet expectations for graduate study.	The student's critical thinking and problem solving skills are somewhat limited.	The student demonstrates adequate ability to think critically and solve problems.	The student demonstrates the ability to think critically and use problem solving skills in the decision making process.	The student's critical thinking and problem solving skills in the decision making process are well-developed and advanced for a person at this stage of development.

**BAKER UNIVERSITY SCHOOL OF EDUCATION
 MASTER OF ARTS IN SCHOOL LEADERSHIP
 INTERN'S EVALUATION FORM
 (ON TASKSTREAM)**

 Intern's Name

 Date

The School of Professional and Graduate Studies has identified six objectives that students in the Master of Arts in School Leadership program are expected to demonstrate in the process of becoming highly effective instructional leaders. You are asked to evaluate yourself on each indicator identified below using the following rubric.

1	2	3	4	5
Undeveloped		In Progress		Highly Competent

As intern, I developed effective instructional leadership skills demonstrating the following progress on the indicators listed:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community demonstrating the ability to:
 - A. Collaboratively develop and/or supervise a school vision, mission, and goals;
 - B. Use assessments and demographic data to develop or supervise school goals and strategies; and
 - C. Apply leadership theory, beliefs, and values into policy and practice.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth demonstrating the ability to:
 - A. Develop a culture of high expectations aligned for student success;
 - B. Supervise curriculum and co-curricular activities;
 - C. Supervise students and effectively implement student discipline;
 - D. Implement strategies to ensure professional growth; and
 - E. Effectively supervise the certified and classified evaluation process.
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment demonstrating the ability to:
 - A. Ensure that the school is operated safely, efficiently, and effectively;
 - B. Manage financial and human resources responsibly and effectively;
 - C. Apply legal issues fairly and effectively; and
 - D. Use technology to enhance educational and management programs.
4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources demonstrating the ability to:
 - A. Communicate effectively with all persons using consensus building, and conflict resolution skills;
 - B. Use written and non-verbal skills effectively;
 - C. Actively involve the total community and its resources in educational programs; and
 - D. Address the needs of a diverse population in developing educational programs.
5. Acting with integrity, fairness, and in an ethical manner demonstrating the ability to:
 - A. Model professional integrity, fairness, and ethics in all professional relationships;
 - B. Protect the rights and confidentiality of students and staff; and
 - C. Treat all persons fairly, equitably, and with dignity.
6. Understanding, responding to, and influencing the larger political, social, and economic, legal, and cultural context demonstrating the ability to:
 - A. Address trends, issues, and changes occurring in the school community; and
 - B. Establish a dialog with and influence all stakeholders who impact the school community.

**BAKER UNIVERSITY SCHOOL OF EDUCATION
 MASTER OF ARTS IN SCHOOL LEADERSHIP
 ADMINISTRATIVE MENTOR'S EVALUATION FORM**

Intern's Name _____ Date _____ Midterm _____ Final _____
 (Circle One)

The School of Professional and Graduate Studies has identified six objectives that candidates in the Master of Arts in School Leadership program are expected to demonstrate in the process of becoming highly effective instructional leaders. You as the mentor administrator are asked to evaluate your intern on each indicator identified below using the following rubric.

1	2	3	4	5
Undeveloped	In Progress	Highly Competent		

The intern developed effective instructional leadership skills demonstrating the following progress on the indicators listed:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community demonstrating the ability to:
 - ___ A. Collaboratively develop and/or supervise a school vision, mission, and goals;
 - ___ B. Use assessments and demographic data to develop or supervise school goals and strategies; and
 - ___ C. Apply leadership theory, beliefs, and values into policy and practice.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth demonstrating the ability to:
 - ___ A. Develop a culture of high expectations aligned for student success;
 - ___ B. Supervise curriculum and co-curricular activities;
 - ___ C. Supervise students and effectively implement student discipline;
 - ___ D. Implement strategies to ensure professional growth; and
 - ___ E. Effectively supervise the certified and classified evaluation process.
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment demonstrating the ability to:
 - ___ A. Ensure that the school is operated safely, efficiently, and effectively;
 - ___ B. Manage financial and human resources responsibly and effectively;
 - ___ C. Apply legal issues fairly and effectively; and
 - ___ D. Use technology to enhance educational and management programs.
4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources demonstrating the ability to:
 - ___ A. Communicate effectively with all persons using consensus building, and conflict resolution skills;
 - ___ B. Use written and non-verbal skills effectively;
 - ___ C. Actively involve the total community and its resources in educational programs; and
 - ___ D. Address the needs of a diverse population in developing educational programs.
5. Acting with integrity, fairness, and in an ethical manner demonstrating the ability to:
 - ___ A. Model professional integrity, fairness, and ethics in all professional relationships;
 - ___ B. Protect the rights and confidentiality of students and staff; and
 - ___ C. Treat all persons fairly, equitably, and with dignity.
6. Understanding, responding to, and influencing the larger political, social, and economic, legal, and cultural context demonstrating the ability to:
 - ___ A. Address trends, issues, and changes occurring in the school community; and
 - ___ B. Establish a dialog with and influence all stakeholders who impact the school community.

Date

Signature of Administrative Mentor

