

BAKER

UNIVERSITY

SCHOOL OF EDUCATION



1858

DIRECTED FIELD EXPERIENCE HANDBOOK

FOR THE

MASTER OF SCIENCE IN SCHOOL LEADERSHIP

Baker University School of Education (SOE) Mission

Baker University SOE is committed to learning and to developing confident and competent educational leaders.

SOE Beliefs

The SOE believes a confident and competent educational leader

- Advocates for all students and their learning successes;
- Has a strong knowledge base and sense of beliefs and values supported by educational research and best practices;
- Has the commitment, passion and skills to transfer knowledge, beliefs and values into policy and practice; and
- Maintains an unremitting drive for improvement.

SOE Vision

The Baker University SOE provides quality programs grounded in a tradition of academic excellence and responds to the educational needs of the future.

August 2009

BAKER UNIVERSITY
School of Education

MASTER OF SCIENCE IN SCHOOL LEADERSHIP
DIRECTED FIELD EXPERIENCE HANDBOOK

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**BAKER UNIVERSITY SCHOOL OF EDUCATION (SOE)
MASTER IN SCIENCE OF SCHOOL LEADERSHIP (MSSL)**

PURPOSE AND SCOPE OF THE DIRECTED FIELD EXPERIENCE

The Directed Field Experience (DFE) is the Master of Science in School Leadership (MSSL) 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 confident and competent building administrator.

MSSL 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 MSSL 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.

Baker University School of Education Mission, Beliefs, and Vision

SOE Mission

The SOE is committed to learning and to developing confident and competent educational leaders.

SOE Beliefs

The SOE believes a confident and competent educational leader

- Advocates for all students and their learning successes;
- Has a strong knowledge base and sense of beliefs and values supported by educational research and best practices;
- Has the commitment, passion and skills to transfer knowledge, beliefs and values into policy and practice; and
- Maintains an unremitting drive for improvement.

SOE Vision

The Baker University SOE provides quality programs grounded in a tradition of academic excellence and responds to the educational needs of the future.

MSSL Program Essential Characteristics

The University believes there are essential characteristics associated with becoming a confident and competent educational 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 MSSL program continuously monitors candidate progress, ensuring effective instructional leadership in the twenty-first century.

Professional Skills

The SOE believes a confident and competent educator evinces the following Professional Skills; therefore, the MSSL 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 a confident and competent educator evinces the following four Personal Dispositions; therefore, the MSSL 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.

MSSL Program Objectives

The MSSL program develops confident and competent educational leaders who demonstrate the ability to promote success for all students. The MSSL 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.

1. An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

- A. Collaboratively develop and implement a shared vision and mission;
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning;
- C. Create and implement plans to achieve goals;
- D. Promote continuous and sustainable improvement;
- E. Monitor and evaluate progress and revise plans; and
- F. Apply leadership beliefs, values, and behaviors into personal leadership positions, policy and practice that impact student learning.

2. An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations;
- B. Create comprehensive, rigorous, coherent and research-based curricular and co-curricular programs;
- C. Create personalized and motivating learning environments that meet the needs of all students;
- D. Supervise instruction by an effective evaluation process;
- E. Develop assessment and accountability systems to monitor student progress;
- F. Develop the instructional and leadership capacities of staff through results-based professional development opportunities;
- G. Maximize time spent on quality instruction;
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning; and
- I. Monitor and evaluate the impact of the instructional program on learning.

3. An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

- A. Monitor and evaluate the management and operational systems;
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources;
- C. Promote and protect the welfare and safety of students and staff;
- D. Develop the capacity for distributed leadership;
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning; and
- F. Address and effectively administer legal issues, protecting the rights and confidentiality of all persons.

4. An education leader promotes the success of every student by collaborating with families and stakeholders, responding to diverse community interests and needs, and mobilizing community resources.

- A. Collect, analyze, and appropriately apply community data and pertinent information for improvement;
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources;
- C. Build and sustain positive relationships with families and caregivers;
- D. Build and sustain productive relationships with community partners; and
- E. Develop and apply effective communication and group process skills;

5. An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

- A. Ensure a system of accountability for every student's academic and social success;
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior, treating all persons fairly, equitably, and with dignity;
- C. Safeguard the values of democracy, equity, and diversity; and
- D. Consider and evaluate the potential moral and legal consequences of decision-making.

6. An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

- A. Advocate for children, families, and caregivers;
- B. Act to influence local, district, state, and national decisions affecting student learning;
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies;
- D. Actively promote and participate in communication with all members of a diverse community; and
- E. Maintain a visible presence in the school community.

ROLE AND EXPECTATIONS OF THE UNIVERSITY

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

1. Admits an Intern into the DFE in accordance with the SOE policies regulating the DFE. Each Intern is admitted into the DFE at his or her level of teaching licensure and experience.
2. Approves the selection of the administrative Mentors ensuring that the Mentors meet SOE requirements.
3. Provides an orientation for the Mentors to ensure the maximum learning experience for the Intern.
4. Provides assistance and advising sessions for Interns to help them complete the program and licensure requirements.
5. Provides 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. Conduct 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 MSSL portfolio, and provide guidance in establishing credential files and licensure application procedures.
2. Supervise the DFE by scheduling visits to school sites to discuss progress and experiences during the DFE.
3. Confer regularly with the Mentors regarding the Intern's progress.
4. Serve as a resource person to both the Intern and the Mentors.
5. Monitor the "Log of Student Intern Activities" to ensure that the required administrative experiences are appropriately completed.
6. Ensure that all DFE evaluations are completed in a timely fashion.
7. Assume responsibility for issuing the grade for the DFE after consultation with the Mentor.
8. Monitor the accumulation of Program Portfolio artifacts.

ROLE AND EXPECTATIONS OF THE STUDENT INTERN

The Directed Field Experience (DFE) is the Master of Science in School Leadership (MSSL) 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 MSSL candidate is responsible for requesting and submitting a DFE application to the SOE.
- An MSSL candidate may apply for admission to the DFE upon completion of 12 MAS credit hours and 6 credit hours of required EDU courses.
- An MSSL 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 an MSSL candidate to the DFE who

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

If the above requirements are met, a degree-seeking or a licensure-only candidate is considered a Candidate in Good Standing and recommended for placement in the DFE by the SOE GEC.

If a DFE candidate is short of any of the application requirements, permission for the DFE may be denied or rescinded. Candidates may appeal a GEC decision. Please refer to the Due Process Procedure section of the *MSSL and MAEd Policy and Program Handbook*.

The role and expectations of the Intern are the following:

- A DFE candidate is notified electronically of full or provisional admittance to the DFE.

- A candidate must submit a formal DFE contractual agreement (pg 19) prior to the DFE experience. The contractual agreement must be signed by 1) a district level administrator; 2) the administrator mentor; 3) the University DFE supervisor (after assignment by the SOE); and 4) the candidate.
- The DFE is completed in a year-long time frame of either an August to April or a January to October timeframe in a state-accredited school. MSSL cohorts also complete a year-long time frame according to the planned schedule.
- Interns are expected to engage in the DFE at a location within 100 miles of the site at which the Intern's MSSL 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 the Intern must 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 (pg 19). 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 (pg 22). An Intern may complete 30 hours (verified by the building Mentor) of field experience requirements the semester prior to the DFE (pg 20).
- 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.
- The Supervisor schedules meetings with the Intern and building Mentor during the DFE for the purpose of discussing progress and experiences.
- An Intern completes an MSSL 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 MSSL 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 MSSL portfolio which represents 50% of the overall DFE grade. The portfolio is evaluated by a Program Coordinator along with the Intern's Supervisor.

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 (pg 19).

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 (pg 22). Only 80 of the 100 hours are specifically identified on the "Log of Activities" (pg 19), 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 must 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 (pg 26).
4. Complete a recommendation to be placed in the Intern's credential file.

MSSL DEGREE REQUIREMENTS

MSSL degree requirements include the following.

A candidate must

1. Successfully complete at least 37 hours from the approved MSSL/MAEd curriculum:
 - a) 21 credit hours of required MSSL school leadership core courses;
 - b) 12 credit hours of required MAEd graduate education core courses; and
 - d) 4 credit hours of Directed Field Experience (DFE).
2. Maintain 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. Complete all course work within six years of the date of initial enrollment. Extension of this timeframe must be approved by GEC.
4. Maintain a composite average of ≥ 3.5 on the Professional Skills Surveys (pg 25);

5. Have a minimum of three years of experience in an accredited K-12 program by the completion of the MSSL program;
6. Successfully complete an MSSL program portfolio;
7. Have paid all tuition and fees; and
8. Be approved by the School of Education PEC of program completion.

MSSL Program Probation

When an MSSL candidate fails to meet the program requirements identified above, the candidate is 1) dropped from the program or 2) placed on probation. If a candidate is placed on probation, he or she is notified by SOE administration as to the steps necessary to move from a probationary status. If a student fails to meet these requirements at or near the end of the program, he or she must understand this failure jeopardizes program and/or degree completion.

MSSL Educational Portfolio

All MSSL candidates seeking program completion and/or licensure are required to develop an electronic portfolio of educational artifacts addressing program objectives and program standards. Portfolio expectations are discussed in the MSSL orientation and throughout the course work.

The results gathered from the students' portfolios as well as other program assessments are reviewed annually by the program faculty, the SOE Advisory Council, and the SOE GEC for the purpose of evaluating and making recommended program changes.

MSSL Graduation

Graduation ceremonies for SOE graduates are held twice yearly in May and December at the Baldwin City campus. Diplomas are also awarded August 31. While course requirements may be completed at any time during the year, a student's graduation date is the commencement date following completion of all requirements, including filing of "Intent to Graduate" form, final degree audit, and payment of all fees.

All students must file an "Intent to Graduate" form with Academic Records accompanied by the graduation fee (regardless of whether or not the student intends to participate in the commencement ceremony) to become a candidate for graduation. This form is available from Academic Records or the University's website (www.bakeru.edu). The deadline date for this form and payment for May, August, and December graduations also is found on the website.

MSSL Program Assessment

Graduate Appraisal Forms are sent to MSSL program completers toward the end of the first and third year following the completion of their MSSL program. An MSSL Graduate is asked to complete a rating of perceived effectiveness on each of the program objectives.

LICENSURE

The MSSL program is one of two SOE graduate programs leading to licensure in school administration. Candidates completing an MSSL program of study may obtain a initial 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 MSSL 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). For the Kansas and Missouri passing score, contact the MSSL Program Coordinator.

Kansas Licensure

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

Kansas Initial Licensure Application

MSSL program completers applying for an initial Kansas license in building administration must

- Register at <https://online.ksde.org/authenticationpublic/> to apply with KSDE for an initial license in building leadership.
- Complete the applicant section of the online application, Form 1 (Conditional License or Added Endorsements).
- Submit online application to Baker University SOE Graduate Licensure Officer.
- Submit to Baker University a passing score on the School Leadership Licensure Assessment.

For questions, contact the SOE Graduate Licensure Officer.

Missouri Licensure

Upon successful completion of his or her program of study, an MSSL 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

MSSL 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 (See Program Coordinator for passing score) 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

A candidate for licensure 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

convictions is reviewed by the Kansas Professional Practices Commission prior to issuing a certificate. The candidate may not be issued licensure in Kansas. The KSDE recommends that all teacher education institutions inform all teacher education candidates of this practice as they enter and progress through the teacher education program and certainly inform each candidate 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 Baker University Dean of the School of Education.

EDUCATIONAL POLICIES for GRADUATE PROGRAMS

It is the responsibility of each MSSL student to be aware of and to meet the requirements for graduation and to adhere to all rules, regulations, and deadlines published in the SPGS/SOE catalog and the *MASL and MAEd Policy and Programs Handbook* in effect when the student enrolls in a program (MSSL students are enrolled in the MSSL program when enrolled in MAS 5010).

Withdrawals

Students may be administratively withdrawn from a SOE program for academic misconduct, student misconduct, non-attendance, non-payment of tuition or fees, or failure to meet provisional admission requirements. For various reasons, a student may find it necessary to withdraw from a course or a program.

Administrative Withdrawal

Academic Misconduct

All work submitted by a student must represent the student's original and individual work. All forms of student dishonesty, including cheating, fabrication, plagiarism, and/or facilitating any academic dishonesty are forbidden. In addition, forgery, alteration or misuse of Baker University documents, records, or identification or knowingly furnishing false information is considered cause for disciplinary action. Academic misconduct is reported to the Baker University Dean of the School of Education. Any form of academic misconduct which results in administrative or academic withdrawal is noted on the student's transcript.

Student Misconduct

Baker University School of Education reserves the right to deny admission, continued enrollment, or readmission to any applicant or student whose personal history, background, or behavior indicate that his or her presence at Baker University endangers the health, safety, welfare, or property of others of the academic community or interferes with the University's functions.

Attendance Policy

Attendance at all class meetings is mandatory. In the MSSL and MAEd accelerated programs, all course hours must be met and accounted for. Because a large portion of the learning in the MAEd and MSSL programs takes place during class time, absences may impact a student's grade or jeopardize continued enrollment in the course.

Attendance for online courses is taken once a week. A student must have gone online each week to be counted present for an online course (see specific course syllabi for specific attendance information).

In the case of an absence, the student must 1) notify the faculty member prior to the absence; 2) make arrangements to complete missed assignments; and 3) complete additional make-up work

if allowed by the instructor. It is at the instructor's discretion to assign a lower grade because of a class absence.

Under no circumstances may a student miss more than 40% of course meeting hours and receive credit for the course. This is a University policy and not at the discretion of the instructor. A student who misses 40% of a course is required to repeat the course with additional tuition expense for that course.

A disciplinary action may result in administrative withdrawal from the program. Appeals to disciplinary action may be addressed to the Baker University Dean of the School of Education

Student Withdrawal Course

A student finding it necessary to withdraw from an individual course must submit written notification which includes the student's signature. For course withdrawal contact Student Services as soon as possible. The date of the receipt of the written notification is the date used in determining if any tuition refund is due the student. If written notification is not received, the student is assessed a failing grade for the course and is not eligible for any tuition refund.

Program

A student finding it necessary to withdraw from an individual course must submit written notification which includes the student's signature. For program withdrawal contact Student Services as soon as possible. The date of the receipt of the written notification is the date used in determining if any tuition refund is due the student.

Advising in the MSSL Program and During the DFE

The academic advising process for MSSL 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 MSSL student to direct how and when assistance is sought.

During the admission process each candidate is provided with information to direct and track his or her individual progress, or each candidate can work in tandem with an advisor. Each new student receives information regarding advising, library services, online resources, registration, and University policies and procedures. Advising services are provided on demand and can be delivered in person, by telephone, or by electronic communication. The student can determine the method most convenient.

Students are encouraged to utilize any of the following resources to assist with planning their schedules for program completion: the unofficial transcript feature accessed through the student portal, the *SPGS and SOE Student Handbook and Catalog*, and the University's web site (www.bakeru.edu). It is also required 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 strongly 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 or exceptions to University policy must be directed to Student Services Advising Staff.

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

Student Services in Overland Park

Phone: 913-491-4432 Fax: 913-491-0470 sservicesSPGS@bakeru.edu

Student Services in Wichita

Phone: 316-636-2322 Fax: 316-634-0331 kfarha@bakeru.edu

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

Overland Park

Stephen Groninga Phone: 913-344-1221 sgroninga@bakeru.edu

Bethany Teppe Phone: 913-344-1229 bteppe@bakeru.edu

Wichita

Mike Meier Phone: 316-636-2322 mmeier@bakeru.edu

**BAKER UNIVERSITY MSSL
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 MSSL 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 MSSL program objectives that match the course objectives.

The MSSL 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 MSSL 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 MSSL 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.

APPENDIX

MSSL Program of Study

An MSSL candidate seeking to obtain the MSSL degree must satisfy all program requirements. The MSSL degree program consists of 37 credit hours listed below. Previously earned graduate hours in the field of education may be recognized to meet MSSL degree requirements; however, a minimum of 31 required MSSL credit hours must be completed at Baker University School of Education.

An MSSL candidate holding a graduate degree in the field of education and pursuing only building licensure with Baker University SOE must complete the 37-credit hour school leadership program; however, previously earned graduate education credit hours in the candidate's graduate degree program may fulfill some MSSL course requirements. The candidate's licensure program of study is determined by Academic Records and consists of a minimum of 12 credit hours of MSSL core courses and 4 hours of Directed Field Experience completed at Baker University.

Required Courses		Hours	Remarks
Leadership Core: 21 Credit Hours			
MAS 5010	Foundations of Educational Administration	3	This course must be completed prior to enrollment in any other school leadership course.
MAS 5020	Organizational Health and Performance	3	
MAS 5030	School Personnel	3	
MAS 5040	Curriculum and Instruction for Administrators	3	
MAS 5050	Student Services, Climate and Programs	3	
MAS 5060	Legal and Ethical Issues of School Leadership	3	
MAS 5070	School Planning, Operation, and Finances	3	
Education Core: 12 Credit Hours			
EDU 5102	Assessment Strategies	3	
EDU 5121	Inquiry and Research	3	
EDU 5531	Today's Learner	3	
	Instructional Technology Course	3	
Field Experience: 4 Credit Hours			
MAS 5504	Directed Field Experience	4	
Total Hours for MSSL = {		37	

Note: The University reserves the right to modify and re-sequence the core curriculum as necessary.
A student may enroll in one MAS course a term.

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

CONTRACTUAL AGREEMENT

Prior to beginning the School of Education MSSL 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.

Intern Signature Date _____ DFE

**In OP return to Bethany Teppe, Baker University SOE, 8001 College Blvd., Overland Park, KS 66210.
In W return to Mike Meier, Baker University SOE, 3450 North Rock Rd., Bldg. 400, Wichita, KS 67226.**

**BAKER UNIVERSITY SCHOOL OF EDUCATION
 MASTER OF SCIENCE 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 field experience requirements in the semester prior to the start of the DFE.

BAKER UNIVERSITY SCHOOL OF EDUCATION

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

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

EDD PROFESSIONAL SKILLS SURVEY

<u>CRITERIA</u>	<u>1 POINT</u>	<u>2 POINTS</u>	<u>3 POINTS</u>	<u>4 POINTS</u>	<u>5 POINTS</u>
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 & 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 & 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 MSSL
Intern's Evaluation Form
 (On TaskStream)

Name _____ Date _____

The School of Education identifies six objectives that an Intern in the MSSL program DFE is expected to demonstrate in the process of becoming a confident and competent educational leader. An Intern evaluates progress on each indicator using the following rubric.

1	2	3	4	5
Undeveloped		In Progress		Highly Competent

I demonstrate progress on the following indicators in becoming a confident and competent leader.

1. ***Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders demonstrating the ability to***
 - _____ a) Collaboratively develop and implement a shared vision and mission;
 - _____ b) Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
 - _____ c) Create and implement plans to achieve goals;
 - _____ d) Promote continuous and sustainable improvement;
 - _____ e) Monitor and evaluate progress and revise plans; and
 - _____ f) Apply leadership beliefs, values, and behaviors into personal leadership positions, policy and practice that impact student learning.
2. ***Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth demonstrating the ability to***
 - _____ a) Nurture and sustain a culture of collaboration, trust, learning, and high expectations;
 - _____ b) Create comprehensive, rigorous, coherent and research-based curricular and co-curricular programs;
 - _____ c) Create personalized and motivating learning environments that meet the needs of all students;
 - _____ d) Supervise instruction by an effective evaluation process;
 - _____ e) Develop assessment and accountability systems to monitor student progress;
 - _____ f) Develop the instructional and leadership capacities of staff through results-based professional development opportunities;
 - _____ g) Maximize time spent on quality instruction;
 - _____ h) Promote the use of the most effective and appropriate technologies to support teaching and learning; and
 - _____ i) Monitor and evaluate the impact of the instructional program on learning.
3. ***Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment demonstrating the ability to***
 - _____ a) Monitor and evaluate the management and operational systems;
 - _____ b) Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources;
 - _____ c) Promote and protect the welfare and safety of students and staff;
 - _____ d) Develop the capacity for distributed leadership;
 - _____ e) Ensure teacher and organizational time is focused to support quality instruction and student learning; and
 - _____ f) Address and effectively administer legal issues, protecting the rights and confidentiality of all persons.
4. ***Collaborating with families and stakeholders, responding to diverse community interests and needs, and mobilizing community resources demonstrating the ability to***
 - _____ a) Collect, analyze, and appropriately apply community data and pertinent information for improvement;
 - _____ b) Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources;
 - _____ c) Build and sustain positive relationships with families and caregivers;
 - _____ d) Build and sustain productive relationships with community partners; and
 - _____ e) Develop and apply effective communication and group process skills;
5. ***Acting with integrity, fairness, and in an ethical manner demonstrating the ability to***
 - _____ a) Ensure a system of accountability for every student's academic and social success;
 - _____ b) Model principles of self-awareness, reflective practice, transparency, and ethical behavior, treating all persons fairly, equitably, and with dignity;
 - _____ c) Safeguard the values of democracy, equity, and diversity; and
 - _____ d) Consider and evaluate the potential moral and legal consequences of decision-making.
6. ***Understanding, responding to, and influencing the larger political, social, and economic, legal, and cultural context demonstrating the ability to***
 - _____ a) Advocate for children, families, and caregivers;
 - _____ b) Act to influence local, district, state, and national decisions affecting student learning;
 - _____ c) Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies;
 - _____ d) Actively promote and participate in communication with all members of a diverse community; and
 - _____ e) Maintain a visible presence in the school community.

Signature _____ Date _____

BAKER UNIVERSITY SCHOOL OF EDUCATION MSSL

Administrative Mentor's Evaluation Form

(On TaskStream)

(Circle one)

Intern's Name _____ Date _____ Midterm Final

The School of Education identifies six objectives that an Intern in the MSSL program DFE is expected to demonstrate in the process of becoming a confident and competent educational leader. An Administrative Mentor evaluates the Intern's progress on each indicator using the following rubric.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
 Undeveloped In Progress Highly Competent

The Intern demonstrates progress on the following indicators in becoming a confident and competent leader.

1. ***Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders demonstrating the ability to***
 - _____ a) Collaboratively develop and implement a shared vision and mission;
 - _____ b) Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning;
 - _____ c) Create and implement plans to achieve goals;
 - _____ d) Promote continuous and sustainable improvement;
 - _____ e) Monitor and evaluate progress and revise plans; and
 - _____ f) Apply leadership beliefs, values, and behaviors into personal leadership positions, policy and practice that impact student learning.
2. ***Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth demonstrating the ability to***
 - _____ a) Nurture and sustain a culture of collaboration, trust, learning, and high expectations;
 - _____ b) Create comprehensive, rigorous, coherent and research-based curricular and co-curricular programs;
 - _____ c) Create personalized and motivating learning environments that meet the needs of all students;
 - _____ d) Supervise instruction by an effective evaluation process;
 - _____ e) Develop assessment and accountability systems to monitor student progress;
 - _____ f) Develop the instructional and leadership capacities of staff through results-based professional development opportunities;
 - _____ g) Maximize time spent on quality instruction;
 - _____ h) Promote the use of the most effective and appropriate technologies to support teaching and learning; and
 - _____ i) Monitor and evaluate the impact of the instructional program on learning.
3. ***Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment demonstrating the ability to***
 - _____ a) Monitor and evaluate the management and operational systems;
 - _____ b) Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources;
 - _____ c) Promote and protect the welfare and safety of students and staff;
 - _____ d) Develop the capacity for distributed leadership;
 - _____ e) Ensure teacher and organizational time is focused to support quality instruction and student learning; and
 - _____ f) Address and effectively administer legal issues, protecting the rights and confidentiality of all persons.
4. ***Collaborating with families and stakeholders, responding to diverse community interests and needs, and mobilizing community resources demonstrating the ability to***
 - _____ a) Collect, analyze, and appropriately apply community data and pertinent information for improvement;
 - _____ b) Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources;
 - _____ c) Build and sustain positive relationships with families and caregivers;
 - _____ d) Build and sustain productive relationships with community partners; and
 - _____ e) Develop and apply effective communication and group process skills;
5. ***Acting with integrity, fairness, and in an ethical manner demonstrating the ability to***
 - _____ a) Ensure a system of accountability for every student's academic and social success;
 - _____ b) Model principles of self-awareness, reflective practice, transparency, and ethical behavior, treating all persons fairly, equitably, and with dignity;
 - _____ c) Safeguard the values of democracy, equity, and diversity; and
 - _____ d) Consider and evaluate the potential moral and legal consequences of decision-making.
6. ***Understanding, responding to, and influencing the larger political, social, and economic, legal, and cultural context demonstrating the ability to***
 - _____ a) Advocate for children, families, and caregivers;
 - _____ b) Act to influence local, district, state, and national decisions affecting student learning;
 - _____ c) Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies;
 - _____ d) Actively promote and participate in communication with all members of a diverse community; and
 - _____ e) Maintain a visible presence in the school community.

Signature _____ Date _____ Signature _____
 Intern's Supervisor's

BAKER UNIVERSITY SCHOOL OF EDUCATION MSSL

Supervisor's Evaluation Form

(On TaskStream)

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

The School of Education identifies six objectives that an Intern in the MSSL program DFE is expected to demonstrate in the process of becoming a confident and competent educational leader. A Supervisor evaluates the Intern's progress on each indicator using the following rubric.

1 2 3 4 5
Undeveloped In Progress Highly Competent

The Intern demonstrates progress on the following indicators in becoming a confident and competent leader.

- 1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders demonstrating the ability to
a) Collaboratively develop and implement a shared vision and mission;
b) Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning;
c) Create and implement plans to achieve goals;
d) Promote continuous and sustainable improvement;
e) Monitor and evaluate progress and revise plans; and
f) Apply leadership beliefs, values, and behaviors into personal leadership positions, policy and practice that impact student learning.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth demonstrating the ability to
a) Nurture and sustain a culture of collaboration, trust, learning, and high expectations;
b) Create comprehensive, rigorous, coherent and research-based curricular and co-curricular programs;
c) Create personalized and motivating learning environments that meet the needs of all students;
d) Supervise instruction by an effective evaluation process;
e) Develop assessment and accountability systems to monitor student progress;
f) Develop the instructional and leadership capacities of staff through results-based professional development opportunities;
g) Maximize time spent on quality instruction;
h) Promote the use of the most effective and appropriate technologies to support teaching and learning; and
i) Monitor and evaluate the impact of the instructional program on learning.
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment demonstrating the ability to
a) Monitor and evaluate the management and operational systems;
b) Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources;
c) Promote and protect the welfare and safety of students and staff;
d) Develop the capacity for distributed leadership;
e) Ensure teacher and organizational time is focused to support quality instruction and student learning; and
f) Address and effectively administer legal issues, protecting the rights and confidentiality of all persons.
4. Collaborating with families and stakeholders, responding to diverse community interests and needs, and mobilizing community resources demonstrating the ability to
a) Collect, analyze, and appropriately apply community data and pertinent information for improvement;
b) Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources;
c) Build and sustain positive relationships with families and caregivers;
d) Build and sustain productive relationships with community partners; and
e) Develop and apply effective communication and group process skills;
5. Acting with integrity, fairness, and in an ethical manner demonstrating the ability to
a) Ensure a system of accountability for every student's academic and social success;
b) Model principles of self-awareness, reflective practice, transparency, and ethical behavior, treating all persons fairly, equitably, and with dignity;
c) Safeguard the values of democracy, equity, and diversity; and
d) Consider and evaluate the potential moral and legal consequences of decision-making.
6. Understanding, responding to, and influencing the larger political, social, and economic, legal, and cultural context demonstrating the ability to
a) Advocate for children, families, and caregivers;
b) Act to influence local, district, state, and national decisions affecting student learning;
c) Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies;
d) Actively promote and participate in communication with all members of a diverse community; and
e) Maintain a visible presence in the school community.

Signature _____ Date _____ Signature _____
Intern's Supervisor's

