

BAKER UNIVERSITY SCHOOL OF EDUCATION

**DIRECTED FIELD EXPERIENCE I & II
HANDBOOK**

FOR THE

**DOCTOR OF EDUCATION IN EDUCATIONAL
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.

BAKER UNIVERSITY SCHOOL OF EDUCATION

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP DIRECTED FIELD EXPERIENCE I & II HANDBOOK

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BAKER UNIVERSITY
School of Education

Doctoral Field Experiences I and II Handbook

Program Mission

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.

Purpose:

Field experiences serve a number of purposes, including enriching the knowledge and skills of candidates and providing concrete experiences in which candidates may apply knowledge outside the academic context to real-world administrative practices. Field experiences assist candidates with opportunities to make firm connections between academic theory and practice as they perform meaningful activities in the field. In summary, field experiences

- Provide hands-on experiences in the daily life and work of an educational leader, applying theory to practice.
- Provide opportunities to acquire and apply leadership knowledge, skills, and desired attitudes to develop new areas of expertise.
- Provide a real-life setting for assessing the candidate's ability to perform the responsibilities associated with educational leadership.
- Provide service to the host educational institution and the supervising leader.

Scope:

During Field Experience I and II, the candidate is expected to assist in significant and varied leadership responsibilities under the supervision of a university supervisor (Supervisor) and an educational administrative mentor (Mentor). The goal of the Field Experience is to develop the candidate's leadership and management abilities by the candidate's engagement in problem analysis, data collection, and problem-solving activities with others at the work site. Activities designed to address ISLLC standards are planned and guided cooperatively by the Supervisor, Mentor, and the candidate. Together they select a series of meaningful leadership activities and projects allowing the fullest possible development of the candidate's knowledge and skill. Opportunities for reflection and discussion with other candidates are provided. Through a combination of course work and field experiences, a candidate begins to develop the necessary program objectives and standards.

A candidate must enroll in two separate one semester field experiences, Field Experience I and Field Experience II. Each of the two field experiences consist of a minimum of sixty clock hours at the work site; and upon the successful conclusion of each course, two credit hours are earned. Field experience activities must relate directly to the program standards and address at least 2 performance indicators within each standard. A candidate is expected to address all six standards during the two field experiences; however, a candidate must address a minimum of four program standards in each field experience. A minimum of 15 clock hours are spent in activities involving each standard. A candidate builds on proficiencies developed in the program of study and is required to document proficiency and performance in all standards to successfully complete the field experience. The Directed Field Experiences are completed during a traditional ninety day semester or during the summer.

A candidate is required to maintain a log (Appendix F) of each field experience activity and associate each activity with one or more of the six ISLLC standards. When completed the logs must be signed by the Mentor for verification. A copy of the log should be submitted to the Supervisor who will forward the log to the DFE Coordinator. In addition, a candidate must fill out a DFE Reflection Form for each of the four standards covered and upload it on TaskStream. The Reflection Forms submitted to TaskStream are included as part of the candidate's electronic portfolio. A candidate may log participation in local, state, and national activities. Up to six (6) hours of professional development work can be credited to each of the two field experiences.

The DFE Reflection Form in the electronic portfolio is a log of activities showing the standard and indicators, the objectives, the activities and how each objective is evaluated, and a summary reflection on what was done, what was learned, and what might be done differently.

Criteria for Enrollment in Field Experience I and Field Experience II

- * To enroll in Field Experience I, a candidate must have successfully completed all course work up through DED 9003, and have permission of their major advisor (see Appendix A).
- * To enroll in Field Experience II, a candidate must have successfully completed Field Experience I (received mean scores equal to or greater than 3.5 on the final field experience evaluation and, scored "Proficient" or above on submitted artifacts for the portfolio), and secured the approval of the Graduate Education Department.
- * A candidate must have successfully completed all program coursework requirements (up to the point of placement in F.E. I or F.E. II) with a cumulative GPA equal to or greater than 3.5 on a 4.0 point scale.
- * A candidate must have maintained a Professional Skills mean score equal to or greater than 4.0 on a 5.0 point scale.

Itemization for each task is identified below. Field experience activities must relate to the performance indicators. Time is distributed across the six program standards. Appropriate adjustments are made for candidates with experiences outside of educational organizations.

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (15-20 hours total)

The candidate leads and/or assists with

- 1.1 Developing and/or refining the school district vision, focus, and/or mission;
- 1.2 Developing a school district strategic plan;
- 1.3 Developing consensus building and conflict resolution skills working with school district stakeholders; and
- 1.4 Using school district data to implement change for the purpose of increasing student learning.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. (15-20 hours total)

The candidate leads and/or assists with

- 2.1 Developing professional growth activities for faculty/staff;
- 2.2 Developing district curriculum plans for one or more content areas;
- 2.3 Developing programs to meet community adult learning needs;
- 2.4 Developing effective instructional teaching and delivery models;
- 2.5 Developing curriculum for exceptional students;
- 2.6 Designing/implementing technology that supports learning; and
- 2.7 Developing/implementing effective supervisory evaluation models.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. (20 hours total)

The candidate leads and/or assists with

- 3.1 Developing management models that support effective learning and teaching;
- 3.2 Aligning financial and human resources to address the school districts vision/mission and learning goals;
- 3.3 Planning and/or preparing school district budgets;
- 3.4 Planning/designing school district facilities that enhance the vision/mission/goals of the district;
- 3.5 Applying legal issues to the school setting;
- 3.6 Promoting safe and orderly environments;
- 3.7 Developing crisis intervention plans;
- 3.8 Developing services for exceptional learners in the least restrictive environment; and
- 3.9 Designing/implementing technology that supports effective management practices.

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with family and community members, responding to diverse community interests and needs, and mobilizing community resources. (15-20 hours total)

The candidate leads and/or assists with

- 4.1 Fostering communication with the various school community stakeholders;
- 4.2 Enhancing and encouraging school community relationships and partnerships;
- 4.3 Providing for the effective implementation of IDEA and Section 504 to meet the needs of special student populations;
- 4.4 Establishing effective communication with community leaders; and
- 4.5 Encouraging the involvement of diverse community stakeholders;

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. (15-20 hours total)

The candidate leads and/or assists with

- 5.1 Developing a code of ethics for district employees;
- 5.2 Developing or revising a plan that ensures the operation, inventory, distribution or supervision of school district resources;
- 5.3 Assessing the legal status of school district policies and procedures;
- 5.4 Assessing school district practices that regards the treatment of all district persons with fairness, respect, courtesy, and equity;
- 5.5 Assessing school district practices relating to the rights, confidentiality, and privacy of records; and
- 5.6 Developing practices that open the schools for public scrutiny;

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (15-20 hours total)

The candidate leads and/or assists with

- 6.1 Communicating with school district stakeholders, other districts and state agencies concerning changing trends and issues;
- 6.2 Evaluating the political, social, economic and cultural context of the school community;
- 6.3 Making recommendations to the board of education or other legal and political entities;
- 6.4 Communicating with diverse populations within the school community;
- 6.5 Participating in local and state educational organizations; and
- 6.6 Developing policies and regulations that will enhance learning for all students.

Arranging the Field Experiences:

A candidate makes inquiries of possible sites and enlists the assistance of his or her major advisor to finalize the arrangement with the Mentor. To broaden the experiences a candidate gains, separate work sites are preferred for Field Experience I and II. If a candidate selects the same district, it is expected the Mentor for Field Experience I and the supervising Mentor for Field Experience II is not the same person. A candidate is expected to work with diverse school/community issues during at least one of the field experiences. Field Experience I may be completed after successful completion of DED 9003. Field Experience II must be completed after the successful completion of DED 9030. School sites and Mentors must be approved by the Coordinator of Doctoral Field Experiences. The intern will do a self-evaluation at the conclusion of each field experience. Candidates must complete a field experience contractual agreement (Appendix A) before starting DFE I and DFE II. The completed and signed form must be given to the Coordinator of Doctoral Field Experiences when completed.

Role of the Field Mentor:

Valuable field experiences are impossible without the dedication of the Mentor. The Mentor is an experienced professional employed at the site of the field experience who provides day-to-day supervision of the candidate's activities. Such supervision normally consists of frequent consultations between the Mentor and candidate. In some instances, the Mentor may delegate part of the most direct daily supervision to another appropriately qualified professional working under her or his direction and provide less frequent (for example, weekly) feedback to the candidate. In those instances, the official Mentor remains responsible for the educational quality of the field experience for the candidate. Twice during each field experience (one time at the

mid-point of the semester and once at the end of the field experience), the Mentor completes a written evaluation (Appendix C) of the candidate's performance.

Role of the University Supervisor:

The Supervisor works cooperatively with the intern and Mentor to design field experience activities that address the six ISLLC standards. A minimum of three field visits for consultation with the Intern and Mentor are made during each semester. Formative and summative evaluation data are provided to an Intern regarding his or her progress. After each field visit an assessment form (Appendix B) is completed by the Supervisor and the Intern. At the end of the course a supervisor summative evaluation (Appendix D) of the Intern is completed and represents 25% of the final grade.

Grading:

Field experiences are graded for satisfactory completion of all aspects of work; including daily logs, electronic portfolio entries, and evaluations completed by the Supervisor and the field experience Mentor. A final grade is figured on the following:

1. The Mentor evaluates the Intern at mid-point and the end of the field experience, and these assessments represent 50% of the final grade.
2. The Supervisor evaluates the Intern at the end of the field experience and this assessment represents 25% of the final grade.
3. The Intern finalizes his or her electronic portfolio reflection forms during FE I and FE II, and these reflections will constitute 25% of the final grade. The reflection rubric provided on TaskStream will be used for assessing the reflections.

APPENDIX

Appendix A

**DOCTORATE OF EDUCATION IN EDUCATIONAL LEADERSHIP
Field Experience Contractual Agreement**

A Baker University candidate involved in the Ed.D. program must participate in two field experiences designed to help candidates transfer and make connections between theory and knowledge and real world leadership practices. A candidate must secure appropriate signatures from an educational administrator in the field who serves as the candidate’s mentor (Mentor) during the field experience and a University School of Education supervisor (Supervisor).

Each of the two field experiences consists of a minimum of sixty (60) clock hours at the educational site. Field experience activities must relate to the leadership program objectives and/or performance indicators. Time is distributed across the six program standards. A candidate is required to have significant exposure to a wide array of administrative activities within the educational setting under the joint supervision of the Mentor and Supervisor.

The Mentor must satisfy the criteria of a minimum of 3 years experience as a practicing administrator. The Mentor must be approved by the University’s School of Education.

Signed agreements must be submitted to the Chair of Graduate Studies.

_____ requests to participate in Field
(Date) (Printed Candidate Name)
Experience (1 or 2) _____ - This experience will occur at _____
(Term or Year) (Educational Site)
under the guidance of _____
(Educational Administrative Mentor)

Approval signatures

| | |
|--|---------------|
| _____ Educational Administrative Mentor | _____ Date |
| _____ Coordinator of DFE | _____ Date |

I understand the field experience activities may require additional hours not currently part of my contractual agreement in order to comply with the University’s field experience requirements.

| | |
|--------------------------------|------------------------------------|
| _____ (Candidate Signature) | _____ (Major Advisor Signature) |
|--------------------------------|------------------------------------|

APPENDIX B

**DOCTORATE OF EDUCATION IN EDUCATIONAL LEADERSHIP
University Supervisor Formative Assessment Form for Field Experience
Observation**

Student Intern Observed

Administrative Mentor

Building

- 1. Administrative activities discussed:**

- 2. Comments from Administrative Mentor:**

- 3. Comments on Student Intern's Performance:**

- 4. Suggestions for needed focus or growth:**

- 5. Student intern's comments:**

Student Intern Signature

University Supervisor Signature

4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilize community resources demonstrating the ability to:

- ___a) Be highly visible and actively communicate with the larger community;
- ___b) Use group processes, consensus building, and conflict resolution skills effectively;
- ___c) Use and organize community resources effectively and establish community partnerships;
- ___d) Recognize, value, communicate with and involve the many diverse community populations; and
- ___e) Establish a comprehensive program of community relations.

5. Act with integrity, fairness, and in an ethical manner demonstrating the ability to:

- ___a) Model professional integrity, fairness, and ethics in all relationships;
- ___b) Treat all persons fairly, equitably, and with dignity;
- ___c) Apply laws and procedures fairly and accurately; and
- ___d) Protect the rights and confidentiality of all persons.

6. Understand, respond to, and influence the larger political, social, economic, and cultural context demonstrating the ability to:

- ___a) Address the political, social, economic, and cultural context of the educational organization;
- ___b) Work with a board of education/directors understanding the political realities of such entities;
- ___c) Involve the governing board in the development of policies and practices; and
- ___d) Address trends, issues, and changes occurring in the school community.

Mentor's Signature

Candidate's Signature

APPENDIX D

DOCTORATE OF EDUCATION IN EDUCATIONAL LEADERSHIP Supervisor's Evaluation of Field Experiences

Candidate's Name

Supervisor's Name

Date

The School of Education has identified six objectives and numerous indicators that candidates in the Ed.D. Educational Leadership program are expected to demonstrate in the process of becoming exemplary educational leaders. Field experience Supervisors are asked to evaluate candidate performance on each of the six standards identified below, but not on all indicators, using the following rubric.

| | | | | |
|--------------------------------|-------|------------|---------------|----|
| 1 | 2 | 3 | 4 | NO |
| ----- ----- ----- ----- | | | | |
| Unsatisfactory Not Observed | Basic | Proficient | Distinguished | |

The Ed.D. candidate will

1. *Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the entire community demonstrating the ability to:*
 - ___ a) Support and apply the educational mission, vision and goals to policy and practice;
 - ___ b) Use assessment and demographic data in the decision making process;
 - ___ c) Apply leadership theories, beliefs, and values to policy and practice; and
 - ___ d) Collaboratively nurture a professional learning community.
2. *Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and employee professional growth demonstrating the ability to:*
 - ___ a) Develop a learning culture that encourages successful performance for all populations;
 - ___ b) Design curriculum and instructional delivery around research and best practices;
 - ___ c) Meet the curriculum and instructional needs of special and exceptional populations;
 - ___ d) Implement assessment strategies to monitor student learning and evaluate programs; and
 - ___ e) Implement professional development, supervision and evaluation practices that are results based.

3. *Develop the district's or organization's structure, management practices, and resources to establish a safe, efficient, and effective learning environment demonstrating the ability to:*

- a) **Manage operational procedures that maximize opportunities for successful learning;**
- b) **Align policies, practices, and budgets with the educational vision and goals;**
- c) **Manage facilities, equipment, and support systems that ensure effective learning environments;**
- d) **Accurately apply laws and policies and effectively resolve legal issues; and**
- e) **Proactively manage educational programs, facilities, budgets, and technology support systems.**

4. *Collaborate with families and community members, responding to diverse community interests and needs, and mobilize community resources demonstrating the ability to:*

- a) **Be highly visible and actively communicate with the larger community;**
- b) **Use group processes, consensus building, and conflict resolution skills effectively;**
- c) **Use and organize community resources effectively and establish community partnerships;**
- d) **Recognize, value, communicate with and involve the many diverse community populations; and**
- e) **Establish a comprehensive program of community relations.**

5. *Act with integrity, fairness, and in an ethical manner demonstrating the ability to:*

- a) **Model professional integrity, fairness, and ethics in all relationships;**
- b) **Treat all persons fairly, equitably, and with dignity;**
- c) **Apply laws and procedures fairly and accurately; and**
- d) **Protect the rights and confidentiality of all persons.**

6. *Understand, respond to, and influence the larger political, social, economic, and cultural context demonstrating the ability to:*

- a) **Address the political, social, economic, and cultural context of the educational organization;**
- b) **Work with a board of education/directors understanding the political realities of such entities;**
- c) **Involve the governing board in the development of policies and practices; and**
- d) **Address trends, issues, and changes occurring in the school community.**

Supervisor's Signature

Candidate's Signature

APPENDIX E

DOCTORATE OF EDUCATION IN EDUCATIONAL LEADERSHIP
Intern's Self Evaluation of Field Experiences

Candidate's Name Supervisor's Name Date

The School of Education has identified six objectives and numerous indicators that candidates in the Ed.D. Educational Leadership program are expected to demonstrate in the process of becoming exemplary educational leaders. Field experience Interns are asked to evaluate their performance on each of the four or more standards addressed in their DFE, and to mark appropriate indicators, using the following rubric. Place your overall score for each standard on the line before each number. Check off the indicator that was addressed on the line before each letter.

 1 2 3 4 NO
|-----|-----|-----|-----|-----|
Unsatisfactory Basic Proficient Distinguished
Not Observed

The Ed.D. candidate will:

- _____ 1. *Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the entire community demonstrating the ability to:*
- ___ a) Support and apply the educational mission, vision and goals to policy and practice;
 - ___ b) Use assessment and demographic data in the decision making process;
 - ___ c) Apply leadership theories, beliefs, and values to policy and practice; and
 - ___ d) Collaboratively nurture a professional learning community.
- _____ 2. *Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and employee professional growth demonstrating the ability to:*
- ___ a) Develop a learning culture that encourages successful performance for all populations;
 - ___ b) Design curriculum and instructional delivery around research and best practices;
 - ___ c) Meet the curriculum and instructional needs of special and exceptional populations;
 - ___ d) Implement assessment strategies to monitor student learning and evaluate programs; and
 - ___ e) Implement professional development, supervision and evaluation practices that are results based.

- _____ 3. *Develop the district's or organization's structure, management practices, and resources to establish a safe, efficient, and effective learning environment demonstrating the ability to:*
- ___ a) **Manage operational procedures that maximize opportunities for successful learning;**
 - ___ b) **Align policies, practices, and budgets with the educational vision and goals;**
 - ___ c) **Manage facilities, equipment, and support systems that ensure effective learning environments;**
 - ___ d) **Accurately apply laws and policies and effectively resolve legal issues; and**
 - ___ e) **Proactively manage educational programs, facilities, budgets, and technology support systems.**
- _____ 4. *Collaborate with families and community members, responding to diverse community interests and needs, and mobilize community resources demonstrating the ability to:*
- ___ a) **Be highly visible and actively communicate with the larger community;**
 - ___ b) **Use group processes, consensus building, and conflict resolution skills effectively;**
 - ___ c) **Use and organize community resources effectively and establish community partnerships;**
 - ___ d) **Recognize, value, communicate with and involve the many diverse community populations; and**
 - ___ e) **Establish a comprehensive program of community relations.**
- _____ 5. *Act with integrity, fairness, and in an ethical manner demonstrating the ability to:*
- ___ a) **Model professional integrity, fairness, and ethics in all relationships;**
 - ___ b) **Treat all persons fairly, equitably, and with dignity;**
 - ___ c) **Apply laws and procedures fairly and accurately; and**
 - ___ d) **Protect the rights and confidentiality of all persons.**
- _____ 6. *Understand, respond to, and influence the larger political, social, economic, and cultural context demonstrating the ability to:*
- ___ a) **Address the political, social, economic, and cultural context of the educational organization;**
 - ___ b) **Work with a board of education/directors understanding the political realities of such entities;**
 - ___ c) **Involve the governing board in the development of policies and practices; and**
 - ___ d) **Address trends, issues, and changes occurring in the school community.**

Supervisor's Signature

Candidate's Signature

Appendix F

**Baker University
DOCTORATE OF EDUCATION IN EDUCATIONAL LEADERSHIP
Field Experience Reflection Instrument**

ISLLC Standard:

Date of Activity:

Administrative Area: (i.e. student personnel, special ed., facilities, business, etc.)

Learning Objective(s): (What do you want to learn?)

- 1.
- 2.
- 3.

Activity: (How will you accomplish your objective?)

Evaluation Criteria: (How will you know if learning objective is accomplished?)

- 1.
- 2.
- 3.
- 4.

Time Involved: (How much time was devoted to the activity?)

What did you learn from this activity?

Candidate

Mentor Approved

Mentor Completed

What would you do differently next time?