EDUCATIONAL ADMINISTRATION PROGRAM

Field Experience I
ED 509
Guidebook
Fall Semester, 2012

Values       Voice        Vision

The Reflective Learner

Education Unit
Ursuline College
Social Justice
Spirituality
Professionalism
Democratic Living

NCATE
The Standard of Excellence in Teacher Preparation
An NCATE Accredited Institution
# Course Explanation

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Beginning with the 2004-2005 school year, the INTERNSHIP experience at Ursuline College for Educational Administration was strengthened plus made more meaningful and practical. INTERNSHIP now has three separate components:

1. Field Experience I ED 509 (150 hours of field work in a school building)
2. A six hour field component in each class offered in the educational administration program (6 hours of field work in a school building for each course taken in the program)
3. Field Experience II/Internship ED 519 (216 hours of field work in a school building beginning in January and finishing at the end of the school year in June)

This manual describes the requirements of the ED 509 Field Experience I course. There is a separate manual for the ED 519 Field Experience II/Internship course. Information concerning the six hour field component in each course will be distributed by the instructor of each class.

Field Experience I is required of all students who seek a master’s degree in educational administration. Field Experience I must take place in a school approved or chartered by the Ohio Department of Education. All field experience work is completed under the supervision and support of a licensed school administrator who is called the Cooperating Principal. The field work is completed in either an elementary, middle, high school, or a combination of the three depending on the type of license the candidate wishes to receive.

Besides the field experience work in a school, all candidates must also attend the seminar sessions of Field Experience I. The seminar class interaction is designed to help place the field experience work into some broader conceptual framework. Without the seminar sessions, the field experience might have little general applicability since people grow only as they consider, weigh, reflect upon, and conceptualize their experiences.

There are many positive outcomes of a course designed as Field Experience I is conceived. Unlike teachers, administrators are not expected to convey “content competencies.” There are few “correct answers” when it comes to providing leadership in a school. Much of the success of a school administrator will depend upon her/his ability to create and maintain positive relationships within the school setting. As a result, there is much to be learned in an administrative internship like Field Experience I, but not in the same way that a person learns how to teach math, social studies, English, or science.

**Field Experience I offers very positive outcomes. Among those are the following.**

1. To enable candidates to develop administrative competence progressively through a range of practical experiences. This is a core goal of the Field Experience I program. The eight areas of administration in which students complete projects will provide practical experience with actual issues faced regularly by real administrators.

2. To allow interns to apply knowledge and skills gained through the Ursuline educational administration program in a practical setting. Blending ideas with action is the goal here.

3. To enable participants in Field Experience I to test their personal commitment to an administrative career. This is the reason candidates are encouraged to take Field Experience I as one of their initial.
courses in the educational administration program at Ursuline College. The CAN I and the HOW DO I questions that are asked throughout the program come into play big time in Field Experience I.

4. To provide candidates with an opportunity to gain insights into the preparation and organization of a school, its goals, and how these goals might be achieved.

5. To give candidates insights into their own progress toward personal and professional goals. Taking classes is one thing, but actually doing the work of a school administrator will give the intern a better taste of his/her own strengths and weaknesses as a potential leader.

6. To showcase the talents of Field Experience I students as potential future school leaders. FEI candidates are noticed in their buildings and their school districts as people who have a real interest in becoming school administrators. The word spreads.

7. To introduce candidates to the ELCC Standards.

**GENERAL REQUIREMENTS FOR FIELD EXPERIENCE I**

1. The candidate is responsible for arranging a field experience site. This site is almost always the school building in which the person is currently assigned.

2. The candidate must identify a licensed Cooperating Principal. This person is also almost always the principal of the building in which the candidate is currently working.

3. Each candidate will also have a Mentor Principal. This Mentor Principal will be assigned by the College Supervisor and will be a graduate of the Ursuline College Educational Administration Program.

4. In Field Experience I the candidate is expected to spend the equivalent of two full school days shadowing the Mentor Principal in the school of the mentor. The shadowing experience must be summarized and included as one or more of the final projects.

5. In Field Experience I the candidate must attend all the class sessions scheduled.

6. The candidates in Field Experience I must complete a minimum of 150 hours of field work in a school building.

7. Thirty-two projects are required, four projects in each of eight different areas of educational administration. The eight areas are Institutional Philosophy, School-Community Relations, Educational Leadership, Curriculum and Instruction, Staff Personnel, Pupil Personnel Services, School Finance, and School Law.

8. The candidate must meet all due dates for turning in projects.

9. Formal tests are not required in this course. The course grade will be determined by the quality of the projects completed, the depth of analysis and reflection, the clarity and quality of the writing, the active participation in class seminar activities, class attendance, the collaborative relationship developed with the Cooperating Principal, the meeting of due dates and the successful completion of the mentor principal visitations.

10. The candidate must summarize the completed projects according to the administrative experience log format which is enclosed in this booklet. Each of the thirty-two experiences must be typed.

   Each candidate is expected to turn in each completed project to the college professor for
feedback as soon as each has been accomplished and typed. A schedule of when projects are due is as follows:

- 4 projects due 8/25
- 4 projects due 9/8
- 4 projects due 9/22
- 4 projects due 10/6
- 2 projects due 10/10
- 4 projects due 10/27
- 6 projects due 11/17
- 4 projects due 12/8

**ALL 32 PROJECTS DUE IN A THREE RING NOTEBOOK IN CLASS ON 12/12**

Failure to meet due dates will reduce the final grade in the course.

11. In Field Experience I the college supervisor will visit the site where the field experience work is being completed and will meet with the Cooperating Principal.

12. When presenting the final three ring notebook, project write-ups may NOT be placed in plastic holders.

FIELD EXPERIENCE I CAN BE A DEMANDING COURSE WITH A HEAVY WORK LOAD IF THE CANDIDATE DOES NOT SCHEDULE TIME THROUGHOUT THE SEMESTER TO WRITE UP COMPLETED PROJECTS. GOOD TIME MANAGEMENT SKILLS ARE A NECESSITY.

A FIELD EXPERIENCE CANDIDATE WISHING TO BECOME LICENSED AS AN ELEMENTARY SCHOOL PRINCIPAL SHOULD COMPLETE TWENTY-EIGHT OF THE PROJECTS IN AN ELEMENTARY SCHOOL. THE OTHER FOUR PROJECTS MUST BE DONE EITHER AT THE MIDDLE SCHOOL, HIGH SCHOOL, OR BOARD OFFICE LEVEL.

A FIELD EXPERIENCE CANDIDATE WISHING TO BECOME LICENSED AS A MIDDLE SCHOOL PRINCIPAL SHOULD COMPLETE TWENTY-EIGHT OF THE PROJECTS IN A MIDDLE SCHOOL. THE OTHER FOUR PROJECTS MUST BE DONE EITHER AT THE ELEMENTARY SCHOOL, HIGH SCHOOL, OR BOARD OFFICE LEVEL.

A FIELD EXPERIENCE CANDIDATE WISHING TO BECOME LICENSED AS A HIGH SCHOOL PRINCIPAL SHOULD COMPLETE TWENTY-EIGHT OF THE PROJECTS IN A HIGH SCHOOL. THE OTHER FOUR PROJECTS MUST BE DONE EITHER IN AN ELEMENTARY SCHOOL, MIDDLE SCHOOL, OR AT THE BOARD OFFICE LEVEL.

**DEFINITION OF LEVEL EXPERIENCES**

There are four levels of work in Field Experience I – Level I, Level II, Level III, Level IV. The following defines each level.

**LEVEL I EXPERIENCES: OBSERVATION**

The field experience participant is present during the conduct of the administrative-supervisory activity. He or she is free to observe but does not participate in a significant way. Examples of OBSERVATION might be: observing an administrative-parent/student conference, attending a faculty meeting, reading a faculty handbook, observing a meeting between a supervisor and a teacher, sitting in on a class being taught by another teacher, etc.

Specific examples might include:

- Watch the principal conduct the opening of school faculty meeting.
- Watch the assistant principal address students at the opening of school assembly.
• Observe the principal supervise the cafeteria during a lunch period.
• Accompany the principal as she oversees after school bus duty.

**LEVEL II EXPERIENCES: INTERVIEW OR DISCUSSION**
The field experience candidate interacts verbally with one or more administrators or others regarding particular areas of administration/supervision theory or practice. Examples of INTERVIEW/DISCUSSION might be: after attending a faculty meeting, discussing with the principal why he or she did what was done; interviewing an assistant superintendent regarding ideas for teacher in-service; discussing with the school treasurer his or her methods of accounting for funds; surveying school secretaries to identify their major job responsibilities; interviewing guidance counselors regarding ways of dealing with students who have not passed the proficiency examination; discussing with the assistant principal ways of eliminating discipline problems in the school.

Specific examples might include:
- Discuss with the principal why she did what she did at the opening faculty meeting.
- Critique with the principal how the opening day of school went for students.
- Talk with the assistant principal how he will utilize the pupil personnel services workers assigned to the building this year.
- Discuss with administrative team the plan to evaluate faculty and staff this school year.

**STUDENTS IN FIELD EXPERIENCE I ARE REQUIRED TO COMPLETE LEVEL I AND/OR LEVEL II TYPE ACTIVITIES. HOWEVER, THEY MAY BECOME INVOLVED IN LEVEL III AND/OR LEVEL IV ACTIVITIES IF APPROPRIATE.**

**LEVEL III EXPERIENCES: LIMITED PARTICIPATION/PLANNING**
The field experience participant performs administrative/supervisory activities of a short-term duration in order to become familiar with those areas and/or plans an administrative activity. The field experience candidate is actively involved in a LEVEL III activity. Examples of LEVEL III might be: disciplining a student sent to the office because of a classroom behavioral problem, planning an upcoming faculty meeting, working with a faculty committee to set up and plan a future parent orientation meeting, writing a letter for the principal to senior citizens inviting them to an upcoming class play, being responsible for the physical set up of a school assembly, ordering materials or supplies, comparing the school philosophy with the parent or student handbook.

Specific examples might include:
- Assist the principal in planning the upcoming open house for the school.
- Plan a pep rally.
- Assist in planning an overnight field trip.
- Help the administrative team plan a faculty meeting.
- Plan a department or grade level meeting.

**LEVEL IV EXPERIENCE: SUSTAINED PARTICIPATION/IMPLEMENTATION**
The field experience participant assumes responsibility for the implementation and/or evaluation of an ongoing administrative/supervisory project. Examples of LEVEL IV activities might be: conducting a faculty meeting, facilitating a group meeting concerning a school problem, assuming the role of chairperson of a curriculum development committee, developing and field-testing a system of teacher evaluation/supervision, constructing the master schedule for the next school year, presenting a faculty in-service meeting, working with the secretarial staff to resolve a dispute.
Specific examples might include:

- Work in the office of the assistant principal during your conference and planning period to deal with students tardy to school or class.
- Supervise the crowd at a school athletic event.
- Facilitate a faculty meeting.
- Supervise a school dance.
- Conduct a teacher evaluation.

**EXPLANATION OF THE ROLE OF THE VARIOUS PARTICIPANTS**

**THE COOPERATING PRINCIPAL**

The Cooperating Principal is an administrator, usually a principal and usually the principal of the building to which the candidate is currently assigned, who is willing to work with the field experience candidate to guide, direct, and evaluate the participant’s attainment of the competencies selected for the field experience.

**THE COLLEGE SUPERVISOR**

The College Supervisor is the facilitator of the Field Experience I class. He/she is assigned by Ursuline College and meets with the class on a regular basis. The College Supervisor also coordinates and assists in setting up the competencies and the attainment of the required competencies. The College Supervisor acts as the advisor for the candidate during the field experience. The College Supervisor acts as the advisor for the candidate during the field experience. The College Supervisor also visits the field experience candidate in the home school once during the semester in which the field work is being completed. The College Supervisor issues a grade to the candidate for the Field Experience I course.

**THE MENTOR PRINCIPAL**

The Mentor Principal is an experienced administrator who agrees to assist the candidate during the field experience. The Mentor Principal agrees to allow the candidate to visit his/her school for the equivalent of two school days to shadow significant administrative activities and events. The Mentor Principal acts as a willing advisor and answers questions about how and why things happen in the school. It is typical that the Mentor Principal and the candidate remain in contact as advisor/advisee after the completion of the field experience course.

The College Supervisor will assign the person who will serve as the Mentor Principal and that mentor must be a graduate of the Ursuline Educational Administration Program.

**DEGREE CONFERRED AT COMPLETION OF MASTERS**

The degree conferred upon completion of the approved program in educational administration is the MASTER of ARTS in EDUCATIONAL ADMINISTRATION.

**COURSE SIZE LIMITS CANCELLATIONS**

Ursuline College reserves the right to limit enrollment in any educational administration course based on the belief that small class size increases the opportunity for candidates to be actively involved in their own learning. Likewise Ursuline reserves the right to cancel courses if there is insufficient enrollment. The educational administration program works hard to not cancel any class unless it is absolutely necessary.
THE OPENING OF SCHOOL EMPHASIS

A significant aspect of the Field Experience I course is to expose candidates for the principalship to the opening of school year. Later, Field Experience II/Internship will concentrate on the events involved with closing the school year.

Therefore, candidates in Field Experience I are encouraged to become involved in activities which relate to the opening of school. For example, a candidate might consider completing projects in the following areas:

- The Superintendent’s opening convocation for the entire school district
- The opening faculty meeting conducted by your principal
- Opening department or grade level meetings
- The distribution of textbooks
- The distribution of materials to faculty and staff
- The procedure for the first day of school for students
- The first P. T. A. meeting
- The opening students assembly or assemblies
- The opening parent open house
- Evaluation procedure explanation meetings
- Intervention assistance team initial meetings
- Tracking down students who do not report to school
- Athletic eligibility
- Initial meetings of co-curricular activity advisors
- Writing parent newsletters
- Bus/cafeteria supervision
- Detention monitoring
- Building safety procedures
- Initial co-curricular group meetings
- Student schedule change procedures
- Orientation for new students
- Mentoring meetings for new teachers
SAMPLES OF POSSIBLE PROJECTS/ACTIVITIES FOR FIELD EXPERIENCE I
ANY PROJECT UNDERLINED IN THE FOLLOWING LIST MUST BE A PROJECT UNDERTAKEN
BY THE CANDIDATE IN FIELD EXPERIENCE I

A.) INSTITUTIONAL PHILOSOPHY OF EDUCATION

Goal: to provide direction for the total operation of the school.

LEVEL I. THE CANDIDATE MIGHT:
1. Attend and write about the opening of school faculty meeting.
2. Act as a spectator for the initial meeting of the teachers new to the building and their mentors.
3. Observe the principal as she addresses students in an assembly on the first day of school.
4. Attend the first student council meeting of the year.
5. Attend the opening department or grade level meeting.

LEVEL II. THE CANDIDATE MIGHT:
1. Meet with the principal to ask why he/she did what took place at the opening of school faculty meeting.
2. Critique for the coordinator of mentoring the procedures of the first meeting of teachers new to the building and their mentors.
3. Review the philosophy of the building with a small group of teachers.
4. Compare the current school philosophy with any former philosophy that exists.
5. Assess whether the school has a common vision.

B.) SCHOOL COMMUNITY-RELATIONS

Goal: To build strong support for education.

LEVEL I. THE CANDIDATE MIGHT:
1. Attend the opening PTA meeting of the new school year.
2. Represent the school at a local service club meeting.
3. Evaluate the distribution of textbooks for a section of the building.
4. Shadow the assistant principal as he/she handles morning tardy violations to school.

LEVEL II. THE CANDIDATE MIGHT:
1. Discuss with the assistant principal the remarks he made at the opening P.T.A. meeting.
2. Make a follow-up telephone call to the local service club president to thank him for inviting the school to yesterday’s meeting and ask him for feedback about the schools.
3. Discuss with the assistant principal how he handles morning tardy violations to school.
4. Discuss with the special education supervisor how positive information about the program might be communicated to the public.
5. Conduct a community survey to identify some aspect of school life.
6. Conduct an interview with a community member about some school problem or concern.

C.) EDUCATIONAL LEADER

Goal: To utilize effective leadership strategies and theories to maintain a positive learning environment which includes efforts by staff and students to attain school goals.
LEVEL I: THE CANDIDATE MIGHT:
1. Watch the principal lead a group or committee meeting.
2. Shadow the principal to identify her/his visibility in the building.
3. Go with the principal to a board office meeting.
4. Interview the assistant principal to identify her/his actual job description.
5. Watch the assistant principal resolve discipline situations.

LEVEL II: THE CANDIDATE MIGHT:
1. Ask the principal why the crisis at yesterday’s meeting took place and what might have been done to prevent it from happening.
2. Give the principal feedback on her/his visibility.
3. Review with the guidance department chairperson the rationale for the current student schedule change procedure.
4. Meet with the head football coach his expectations for sportsmanship for his players.
5. Work in the assistant principal’s office handling minor discipline referrals.

D.) CURRICULUM AND INSTRUCTION

Goal: To provide leadership for the curricular and instructional program of the school which integrates the goals and objectives of the school with the needs of the learners to maximize student learning.

LEVEL I: THE CANDIDATE MIGHT:
1. Sit in on a meeting where curriculum is designed, evaluated, or refined.
2. Identify and review the current content standards.
3. Read the course of study manual written for student course selection.
4. Interview the curriculum director.
5. Watch a special education activity such as an Intervention Assistance Team meeting.

LEVEL II: THE CANDIDATE MIGHT:
1. Discuss with the curriculum director the process for curriculum change.
2. Review with the assistant principal the building plan to assure safety of the proficiency examinations for the building.
3. Interview a department chairperson to identify how she assists teachers.
4. Ask the principal to describe her/his procedure for walk-through classroom evaluation visits.

E.) STAFF PERSONNEL

Goal: To design staff development and evaluation systems to enhance the effectiveness of the educational personnel and support staff.

1. Interview the principal to identify the procedure for interviewing new teacher candidates.
2. Attend a meeting at which the school calendar for next year is discussed.
3. Watch the assistant principal as he monitors the faculty and student parking lots.
4. Attend an in-service program held within the school building.

LEVEL II: THE CANDIDATE MIGHT:
1. Review the job descriptions of classroom teachers.
2. Discuss with the principal his/her evaluation of the last faculty in-service meeting.
3. Watch the principal as he delegates a task to a member the secretarial staff.
4. Watch the principal facilitate a meeting to explain a new mandate from the
central office.
5. Interview a classroom teacher about some aspect of her/his position as teacher.

F. PUPIL PERSONNEL SERVICES

Goal: To create and manage programs which enhance student learning and development.

LEVEL I: THE CANDIDATE MIGHT:
1. Sit in on an I.A.T. meeting or an IEP review conference.
2. Interview the nurse to identify procedures for distributing medication to students.
3. Watch the speech and hearing therapist as she tests a referral.
4. Watch the assistant principal discipline students referred to the office.

LEVEL II: THE CANDIDATE MIGHT:
1. Review with the special education intervention special why a certain technique is being used.
2. Interview the principal concerning the relationship between the office of principal and the director of pupil personnel services.
3. Critique a fire drill for the principal.
4. Review the building crisis plan and report to the assistant principal.

G. SCHOOL LAW
Goal: To promote legal practices within the school as they relate to all staff, students, and student affairs.

LEVEL I: THE CANDIDATE MIGHT:
1. Read the literature on school law available in the school office.
2. Ask the assistant to explain due process.
3. Watch the principal as a school inspection is conducted.
4. Prepare a report for the principal on negligence.

LEVEL II: THE CANDIDATE MIGHT:
1. Review with the principal the results of the school inspection.
2. Attend a conference on school law.
3. Critique the faculty/student handbook in light of current legal opinions.
4. Ask the assistant principal the guidelines for suspending special education students.

H. SCHOOL FINANCE

Goal: To skillfully manage school operations, finances, and facilities to enhance student learning.

LEVEL I: THE CANDIDATE MIGHT:
1. Assist the athletic director collect money at a game.
2. Become familiar with the preparation of financial reports of the school.
3. Ask a co-curricular advisor the procedure used collect money from a fund raiser.
4. Observe a department meeting where financial needs are determined.

LEVEL II: THE CANDIDATE MIGHT:
1. Discuss with the principal the process used to build the building yearly budget.
2. Investigate with the treasurer the process for paying a bill.
3. Interview the school treasurer or school bookkeeper to identify the actual job description.
4. Give feedback to the principal concerning her presentation to a group of parents
concerning the upcoming levy issue.

CLASS SCHEDULE FOR THE FALL, 2012 SEMESTER
There is one section of Field Experience I for the fall semester of the 2012-2013 school year. This section will meet as follows in MULLEN 314.

509 01  8:30 a.m.-11:00 a.m.

Field Experience I will meet on the following dates:

1:00-3:00 P.M. TUESDAY, AUGUST 7
-SATURDAY, AUGUST 25
-SATURDAY, SEPTEMBER 8
-SATURDAY, SEPTEMBER 22
-SATURDAY, OCTOBER 6
-WEDNESDAY, OCTOBER 10 (5:00-8:00 P.M.) EVENING OF REFLECTION
-SATURDAY, OCTOBER 27
-SATURDAY, NOVEMBER 17
-SATURDAY, DECEMBER 8
-WEDNESDAY, DECEMBER 12 at 5:00 p.m. RECOGNITION BANQUET

FIELD EXPERIENCE I GRADING PROCEDURES
There are a number of factors which are taken into consideration when determining the final grade in Field Experience I. Those factors are as follows:

1. The three ring notebook containing the thirty-two completed projects and supporting material is the most important part of the final grade. (WORTH 75% OF THE FINAL GRADE) (A copy of the scoring rubric for the three ring binder is included in this manual.

2. Successful mastery of the content of the class session material. This includes participation in the class activities, discussions, and simulations. It also means completing the time management log and analysis required in Field Experience I. (WORTH 5% OF THE FINAL GRADE)

3. Successful completion of the responsibilities of the Field Experience I class:
   - Development of a positive relationship with the Cooperating Principal.
   - Shadowing the Mentor Principal for the equivalent of two school days.
   - Completing a self evaluation at the end of the course.
   - Completing the PROJECT SUMMARY HOURS form.
   - Completing the course evaluation form.
   - Assuring that the Cooperating Principal, Mentor Principal, and self evaluation forms are included in the three ring binder.
   - Effectively communicating with the College Supervisor.
   - Hosting a site visit for the College Supervisor.
   - Project due dates are met.
   - Cooperating with the personnel at the field experience site.
   (WORTH 15% OF THE FINAL GRADE)

4. Attendance and promptness at class sessions is considered.
   (WORTH 5% OF THE FINAL GRADE)
RUBRIC FOR GRADING THE FINAL THREE RING NOTEBOOK

AN EXEMPLARY NOTEBOOK (A, A-)
- All thirty-two projects are satisfactorily completed.
- Project deadlines have been met.
- All required information is included in each project.
- All ideas in the write-ups flow logically.
- Sentence structure and grammar are free from errors.
- No spelling errors are present.
- Write-ups are NOT enclosed in plastic holders.
- In depth analysis and synthesis are demonstrated.
- All Section Seven write-ups explain completely and in detail what the candidate actually did in completing the project.
- All Section Eight write-ups identify what the candidate learned about being a principal from the project.
- Supporting material is presented to justify the write-up.
- In-depth reflection is evidenced in project write-ups.
- The three ring notebook is neat.
- The three ring notebook is well organized.
- Each write-up is neat in appearance.
- The required summary sheet of work completed is enclosed in the notebook.
- The evaluation of the Cooperating Principal is enclosed in the notebook.
- The three ring notebook is turned in on time.

A SATISFACTORY NOTEBOOK (B+, B, B-)
- All thirty-two projects are complete.
- The three ring notebook is turned in on time.
- Not all project deadlines are met.
- The required information is included in each project write-up.
- Most ideas in the write-up flow logically.
- All Section Seven write-ups do not completely explain in detail what the candidate actually did in completing the project.
- All Section Eight write-ups do not identify what the candidate learned about being a principal from each project.
- There is evidence of reflection, but it is minimal or superficial.
- There is support material, but it is not extensive or in-depth.
- The three ring notebook is not neat looking.
- The three ring notebook is not well organized.
- Individual write-ups are enclosed in plastic holders.
- The required summary sheet is enclosed in the notebook.
- The candidate’s self evaluation is enclosed in the notebook.
- The evaluation of the Cooperating Principal is enclosed in the notebook.
- Information presented is not always relevant.
- Conclusions and recommendations are not completely logical and/or are not based on information presented.
- There are errors in sentence structure, grammar, and/or spelling errors.
- BIG IDEAS are not always clear.
AN UNSATISFACTORY THREE RING NOTEBOOK  (C+, C, C-)  
- All thirty-two projects do not meet the criteria of Field Experience I.  
- All required information in not included in each project.  
- The completed three ring notebook is problematic in some way.  
- Information gathered and presented is not relevant.  
- All ideas do not flow logically.  
- There are significant errors in sentence structure, grammar, and/or spelling.  
- Section Seven write-ups do not clearly identify what the candidate actually did to complete the project.  
- Section Eight wrote-ups do not clearly spell out what the candidate learned about being a principal from the project.  
- In-depth analysis and synthesis are not demonstrated.  
- The three ring notebook is not neat.  
- The three ring notebook is not well organized.  
- Each project write-up is not neat in appearance.  
- Write-ups are enclosed in plastic holders.  
- Support materials are superficial or non-existent.  
- Evidence of reflective thinking is lack.  
- Unsupported generalizations are made.  
- Conclusions are drawn in the absence of supporting facts.  
- Discussion of implications for practice is either meager or lacking completely.  
- The required summary sheet of work completed is either not provided or is not accurate.  
- The candidate’s self evaluation sheet has problems or is not provided.  
- The evaluation of the Cooperating Principal either indicates problems or is missing.  
- The three ring notebook is late.  
- Project deadlines are not met.

A FAILING THREE RING NOTEBOOK (F)  
- The assignment was not completed.  
- The three ring notebook was not completed as assigned.  
- The projects described do not meet the criteria of Field Experience I.  
- Significant sections of the three ring notebook are missing.

AN INCOMPLETE GRADE (I)  
- The candidate is unable to meet the deadlines of the course due to an unforeseen  
- The candidate applies for and is granted permission of the DEAN of GRADUATE STUDIES to receive a grade of Incomplete.  

GRADE OF INCOMPLETE

Ed 509 Field Experience I is a demanding course. Any candidate who does not keep up with the required workload during the semester may find it difficult to complete all of the requirements by the end of the semester. It is not unusual for a candidates to request an Incomplete because all of the required work is not completed on time.

It is permissible for a candidate to obtain a grade on incomplete in the FE I course in rare circumstances when severe illness or a personal situation make it impossible for him or her to complete the necessary coursework within the semester. An incomplete grade cannot be used as a substitute for withdrawal or for a candidate’s failure to meet course deadlines. A discussion with the course instructor and an application approved by the instructor and Dean are required before a grade of Incomplete can be issued.
STUDENTS WITH DISABILITIES

Students with documented disabilities including those with learning disabilities may be entitled to reasonable accommodations for this course. If you would like to request testing or other accommodations because of a disability, please make an appointment with the instructor of this class as soon as possible to discuss your situation and possible needs. Effective and timely communication will allow us to work with the Ursuline College Learning Resources Center, if necessary, to arrange for appropriate accommodations.

COURSE TEXTBOOKS

BUILDING TRUST FOR BETTER SCHOOLS - RESEARCH-BASED PRACTICES by Julie Reed Kochanek. This is a Corwin Press book with an ISBN of 1-4129-1514-7 and is available in the Ursuline College Bookstore.

TRANSFORMING SCHOOL LEADERSHIP WITH ISLLC AND ELCC by Neil J. Shipman, j Allen Queen, and Henry A Peel. This is a Eye on Education book with an ISBN 1-59667-034-7 and is available at the Ursuline College Bookstore.

LEADERSHIP CONNECTORS – SIX KEYS TO DEVELOPING RELATIONSHIPS IN SCHOOLS by Phyllis Ann Hensley and LaVern Burmeister. This is an Eye on Education Publication with an ISBN 978-1-59667-106-5 and is available in the Ursuline College Bookstore.

COURSE INSTRUCTOR

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VALUES   VOICE   VISION

THE REFLECTIVE LEARNER
SESSION # 1 WEDNESDAY, AUGUST 7, 2012  1:00-3:00 P.M.
INTRODUCTION TO THE COURSE/GETTING STARTED
REGULAR COMMUNICATION BY MEANS OF EMAIL
PROGRAM AND COURSE ORIENTATION (REPORT CARDS, I.D. CARDS,
PARKING PERMITS, KEY ASSESSMENTS, PASSWORDS, TK20)

SESSION # 2 SATURDAY, AUGUST 25, 2012  8:30 A.M.-11:00 A.M.
IS EVERYONE OFF AND RUNNING?
THE VALUE OF REFLECTION – THE REFLECTIVE LEARNER
GETTING TO KNOW ONE ANOTHER
CRITIQUE OF THE OPENING OF SCHOOL
PERSONAL AND SCHOOL VISION
-DEVELOPING A PERSONAL VISION
-DEVELOPING A SCHOOL VISION
-ARTICULATING A SCHOOL VISION
-IMPLEMENTING A SCHOOL VISION
-STEWARTING A SCHOOL VISION
ONE PERSPECTIVE OF THE ROLE OF PRINCIPAL
ISLLC/ELCC STANDARD # 1 (READ CHAPTER 1 OF TRANSFORMING
SCHOOL LEADERSHIP)
WHAT AM I GETTING MYSELF INTO?
FIRST FOUR PROJECTS DUE FOR CRITIQUE

SESSION # 3 SATURDAY, SEPTEMBER 8, 2012  8:30 A.M.-11:00 A.M.
PROGRESS REPORT – HOW ARE THINGS GOING?
REFLECTING UPON YOUR PERFORMANCE SO FAR
THREE STRATEGIES OF THE EFFECTIVE PRINCIPAL
LEADERSHIP CONNECTOR, CONTINUOUS RENEWAL (READ CHAPTER 5
LEADERSHIP CONNECTORS)
ISLLC/ELCC STANDARD # 2 (READ CHAPTER 2 OF TRANSFORMING)
-PROVIDING A POSITIVE SCHOOL CULTURE
-PROVIDING AN EFFECTIVE INSTRUCTIONAL PROGRAM
-MISSION
FOUR PROJECTS DUE FOR CRITIQUE

SESSION # 4 SATURDAY, SEPTEMBER 22, 2012  8:30 A.M.-11:00 A.M.
TIME MANAGEMENT- GETTING YOUR RIGHT STUFF DONE
KEEPING TRACK OF YOUR OWN TIME
LEADERSHIP CONNECTOR, COMPETENCY (READ CHAPTER 4
LEADERSHIP CONNECTORS)
ISLLC/ELCC STANDARD # 3 (READ CHAPTER 3 OF TRANSFORMING)
-ORGANIZATIONAL DEVELOPMENT
-SCHOOL SAFETY
-MANAGING THE ORGANIZATION
-FINANCIAL RESOURCES
-HUMAN RESOURCES
FOUR PROJECTS DUE FOR CRITIQUE

SESSION # 5 SATURDAY, OCTOBER 6, 2012  8:30 A.M.-11:00 A.M.
UTILIZING TECHNOLOGY (Michael Lynch, Principal, Mentor Lake
Elementary School)  
TIME MANAGEMENT - SPECIFIC STRATEGIES FOR THE PRINCIPAL  
ANALYZING YOUR OWN TIME USE  
ISLLC/ELCC STANDARD # 4(READ CHAPTER 4 OF TRANSFORMING)  
-COLLABORATION  
-PARENTS PARTICIPATING IN THE SCHOOL  
-COMMUNITY RESOURCES  
-COMMUNITY RELATIONS  
FOUR PROJECTS DUE FOR CRITIQUE  
SPRING SEMESTER COURSE REGISTRATION INFORMATION

SESSION # 6 WEDNESDAY, OCTOBER 10, 2011  5:00 P.M.-8:00 P.M.  
PROGRAM EVENING OF REFLECTION  
SPRING SEMESTER COURSE REGISTRATION FORMS COLLECTED  
TWO PROJECTS DUE FOR CRITIQUE

SESSION # 7 SATURDAY, OCTOBER 27, 2011  8:30 A.M.-11:00 A.M.  
LEADING EFFECTIVE MEETINGS  
STRESS MANAGEMENT - SPECIFIC STRATEGIES  
TAKING CARE OF YOURSELF - YOUR LIFESTYLE  
ISLLC/ELCC STANDARD # 5(READ CHAPTER 5 OF TRANSFORMING)  
-VALUES  
-RESPECTING DIVERSITY  
-THE MORAL CENTERED PRINCIPAL  
READ CHAPTERS 2 AND 3 OF LEADERSHIP CONNECTORS  
FOUR PROJECTS DUE FOR CRITIQUE

SESSION # 8 SATURDAY, NOVEMBER 17, 2011  8:30 A.M.-11:00 A.M.  
PROGRESS REVIEW  
REPORT OF MENTOR PRINCIPAL VISITS  
COMPARING STYLES AND CLIMATE OF COOPERATING PRINCIPAL AND  
MENTOR PRINCIPAL  
TRUST AND RELATIONSHIPS - BEING A TRUSTWORTHY PERSON  
ISLLC/ELCC STANDARD # 6(READ CHAPTER 6 OF TRANSFORMING)  
-EMPOWERING RATHER THAN CONTROLLING  
-THE LEADER AS CHANGE AGENT  
READ CHAPTERS 1, 2, 3 OF BUILDING TRUST  
READ CHAPTER 4 OF LEADERSHIP CONNECTORS  
SIX PROJECTS DUE FOR CRITIQUE

SESSION # 9 SATURDAY, DECEMBER 8, 2012  8:30 A.M. -11:00 A.M.  
COURSE EVALUATION  
WHAT DID I LEARN FROM THIS COURSE?  
WHAT SKILLS/TECHNIQUES, STRATEGIES DO I NEED TO WORK ON?  
ISLLC/ELCC STANDARD # 7(READ CHAPTER 7 OF TRANSFORMING)  
IMPLEMENTING TRUST BUILDING STRATEGIES  
READ CHAPTER 4, 5, 6, 7 OF BUILDING TRUST  
READ CHAPTER 1 OF LEADERSHIP CONNECTORS  
FOUR PROJECTS DUE

SESSION # 9 WEDNESDAY, DECEMBER 12, 2012  5:00 P.M.-8:00 P.M.  
RECOGNITION BANQUET – DALEY DINING HALL  
RECOGNITION OF COOPERATING PRINCIPALS AND MENTOR PRINCIPALS  
THREE RING BINDERS DUE.
The Following are Samples of Unacceptable Write-Ups for Section Seven and Section Eight

Section VII: Summary of Activity
My principal asked that I observe a first year teacher. The reason for this request was that the teacher was having some classroom management problems. I watched the teacher during the first period on January 12. We had a follow-up conference the next day.

Section VIII: Insights Gained by this Project
Observing a teacher made me nervous. It was pretty evident that the observation also made the new teacher nervous.

The Following are Samples of Acceptable Write-Ups for Section Seven and Section Eight

Section VII: Summary of Activity
The English department chairperson at our school has been out of school ill since Christmas recess. Since there is one English teacher new to our school, my principal asked that I conduct a classroom observation of this new person to make sure everything is going well in the classroom. I felt this was a positive learning experience so I jumped at the opportunity.

First of all, I asked the principal to communicate the plan to the new teacher so that she knew that I would be making contact about an observation. I felt that this information coming from the principal was a critical first step. I know how scary it can be to be observed.

After the principal met with the new teacher, I stopped to see her after school one day. I wanted to make certain she knew who I was. I also wanted to develop a relationship with her prior to my classroom visit. Our visit was a pleasant one. She told me a little about her background and her family. I did likewise. The visit got us off on a positive note, at least from my perspective.

About a week later I stopped back to see the teacher. She said things were going well. So, I asked her to pick a class she would like me to visit. She chose first period English I and since I have first period conference and planning, we agreed that I would observe the class on January 25. We decided to have a pre-conference on the morning of the 25th to make sure we were both on the same page.

We also talked about a form to use in writing notes from the observation. I was reluctant to use the official evaluation form from the school district. I felt it was too formal and really was not intended for a visit like mine. The teacher agreed. So we decided I would merely take notes as I observed. I would look for positive aspects of the class and also negative ones if they were evident.

On the 25th we met in the English office at 7:00 a.m. The new teacher seemed at ease with the observation. She was well dressed and enthusiastic. She asked that I pay special attention to a student named Tom who sat in the second row. It seems Tom often sleeps in his morning classes and the teacher was looking for ideas to motivate him. She gave me her lesson plans for the class and the seating chart for the students. The pre-conference went well and ended after fifteen minutes.
I entered the first period class five minutes before the period began. The teacher was stationed at her classroom door, welcoming students as they entered the room. She had a cheery smile and exchanged pleasantries with the students. As soon as the bell sounded, the lesson began. Students were asked to share with a neighbor an idea they had discussed yesterday. Then the teacher presented a ten minute lecture concerning some new material. Following the information delivery, the students were asked to work in pairs to resolve some problems concerning the information just presented. Then, the teacher showed a seven minute video presenting a different aspect to the material. Following that, the students were asked to write a ten minute response to a prompt about the material.

Following the writing, the students were encouraged to begin their homework assignment. While they did their homework, the teacher walked around the room assisting students on a one-to-one basis.

After the bell rang, the teacher went back to her classroom door to welcome in her next group of students. I told her she did a super job and that we would meet to talk about the lesson after school in the English office.

All in all, this was a pleasant and very interesting experience for me and hopefully for the teacher. This was my first real adventure at observing a real live classroom teacher in a for-real situation.

Section VIII: Insights Gained by this Project

Many of the beliefs I had about being an effective classroom observer seemed to be true in this observation. Among those are the following:

- Developing a relationship with the teacher before the observation helps make the observation more successful.
- A pre-conference puts both the observer and the teacher on the same page.
- It is a good idea to review the lesson plan as the lesson is being observed.
- A smile helps to put the teacher being observed at ease.
- Knowing what to look for helps focus the lesson. That is why the pre-conference is so important.
- Having a follow-up conference the same day as the observation keeps the memory of what happened fresh in the minds of both the teacher and the observer.
- Looking for the good stuff of the lesson is a wise idea.

I was told by the teacher in the follow-up conference that she felt “somewhat” at ease with me in the classroom. She indicated that my initial greeting was pleasant and friendly. She indicated that I didn’t smile much once the lesson began and that made her a little worried that I didn’t like something that was going on. I will have to watch that the next time because I was not concerned at all with what I was saw. I was not able to watch the sleeping student because he did not come to class this day. But, I did have reinforced for me the importance of allowing the teacher to identify things she would like the observer to focus on during the classroom visit.

This teacher did an excellent job of keeping her students active and involved in the lesson. The technique of sharing with a partner was excellent and got all of the students involved in the learning. The fact that she varied her activities including the sharing, a mini-lecture, a video, a writing assignment, and then an opportunity to work on homework was excellent. The time seemed to fly by. All of the students seemed to be paying attention throughout the lesson.
Not using an observation form was also a good idea in this situation. I was able to focus on the teacher and her classroom techniques rather than worrying about a check-list. I was able to identify some very positive techniques.

This was overall a very valuable experience for me. Based on her initial reaction, it appears it was also a positive experienced for the teacher. I thanked my principal for this opportunity.

**GRADING SCALE FOR EDUCATIONAL ADMINISTRATION COURSES**

A = 4.0 POINTS  
A- = 3.7 POINTS  
B+ = 3.3 POINTS  
B = 3.0 POINTS  
B- = 2.7 POINTS  
C+ = 2.3 POINTS  
C = 2.0 POINTS  
C- = 1.7 POINTS  
D+ = 1.3 POINTS  
D = 1.0 POINTS  
F = FAILING
Standard 1
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard 2
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff.

Standard 3
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7
The internship provides significant opportunities for candidates to synthesize and apply knowledge and practice and develop the skills identified standards 1 through 6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
Ohio Standards for Principals

Standard 1: Continuous Improvement

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving those goals.

Standard 2: Instruction

Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.

Standard 3: School Operation, Resources, and Learning Environment

Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

Standard 4: Collaboration

Principals establish and sustain collaborative learning and shared learning to promote student learning and achievement of all students.

Standard 5: Parents and Community Engagement

Principals engage parents and community members in the educational process and create and environment where community resources support student learning, achievement and well being.
A major goal of the Educational Administration program and Ursuline College is to make each and every principal candidate a reflective thinker. Reflective thinking is the process of making informed and logical decisions, then assessing the consequences of those decisions. A reflective thinker not only uses appropriate information and other people to make a proper decision, but he/she analyzes that decision to assure that it truly meets the needs of the situation. A reflective thinker ponders creatively, imaginatively, and at times, self-critically about practice. Not only does a reflective thinker make rational choices but he/she also assumes responsibility for those choices. A reflective thinker might ask himself/herself upon what BIG IDEA, value, or belief was the decision based? And did the solution really work? Was it good for students? Did the course of action cause other problems bigger than the original situation presented?

A reflective thinker focuses on BIG IDEAS, beliefs, values, behaviors, skills. The reflective thinker looks at alternatives. The reflective thinker utilizes the knowledge of past experience. The reflective thinker relates to theory to practice. After a decision is made, a solution put into place, a course of action made operational, the reflective thinker analyzes, clarifies, questions, and evaluates in order to corroborate effective results.

In writing up your Field Experience I projects, it is expected that you will be reflective in your writing. You are now enrolled in a program which will lead you to taking on the responsibilities of a school administrator. Therefore, the time for making superficial analyses and decisions must be over. The time to assess, decide, and reflect is here. When reading your summaries, I will be looking for not only your efficient solutions to your projects, but I will also be looking for your in-depth analysis of why the project was successful or not successful.

In your writing, I will be looking for IDEA DEVELOPMENT. Idea development is the SUBSTANCE of a piece of writing. Without it, the writing is superficial and insignificant – full of generalities, unsubstantiated, and empty verbiage – a waste of the reader’s time.

So, for example, as I read from your selections entitled “What I learned about being a principal from this project (Section 8), I will be looking for BIG IDEAS. What main idea or ideas are you trying to express? Are those ideas developed? Are the ideas well organized? Are the ideas sequential? Did the writer actually assess the activity of the project? Did the writer relate the project to BIG IDEAS learned in the Ursuline Educational Administration Program?

Please keep in mind that idea development is a most critical factor in effective writing. When you write up your projects, remember the sections “What I did (#7) and What I learned from this experience about being a principal (#8)” are the most important. Tell me what you did, why you did it, what happened, who was involved, and how well the project worked. Tell me how you might do it differently next time to make it work even better. In other words, be a reflective thinker. Knock my socks off. Make sure I know that you know what you did and how it worked.

Remember, there are FOUR LEVELS of activities in field experience.
LEVEL 1 – The candidate watches or observes a school administrator complete a task.
Example: The candidate watches the principal conduct a faculty meeting.

LEVEL 2 – The candidate discusses with a school administrator how and/or why a task or project was completed in a certain way.
Example: The day after the faculty meeting, the candidate sits down with the administrator and asks why things were done as they were done.

LEVEL 3 – The candidate plans an activity.
Example: The candidate plans an upcoming school assembly.

LEVEL 4 – The candidate implements to plan.
Example: The candidate facilitates and monitors the assembly. In Field Experience II/Internship you are REQUIRED to complete all Level III and LEVEL IV type activities and projects. Level I and Level II activities are not acceptable.

Finally, your writing must be free from spelling, grammar, and structure errors. All sentences must be complete sentences. Your subjects must agree with your verbs. Your singular adjectives must modify singular nouns. There can be no run-on sentences. Someone must proofread you write-ups. You must use the spell check on your computer. You must use grammar check on your computer.

Meet with your Cooperating Principal early. Make sure you are assigned meaningful tasks. Make sure you are doing things that challenge you. Make sure you are doing things that teach you about administration. Make yourself better prepared to be a successful school principal.

If I can be of assistance, please feel free to ask. My telephone number is 440-646-8148. That is a voice mail number. I may not always be there, but I will monitor calls regularly and will get back to you as soon as possible. My fax number is 440-646-8328. My email is mkane@ursuline.edu. My home telephone number is 440-886-3437.

I cannot help you if you don’t ask.

Let us commit to making this Field Experience I course a most valuable and worthwhile experience as you prepare yourself for the task of making a difference in the lives of people by being and absolutely terrific principal.
PRINCIPAL LICENSURE

AS OF SEPTEMBER 2, 2002
THE STATE OF OHIO
ISSUES LICENSES FOR THE ROLE OF PRINCIPAL
IN THE FOLLOWING AREAS:

- AGES 3 THROUGH 12
  GRADES PRE-K THRU 6

- AGES 8 THROUGH 14
  GRADES 4 THRU 9

- AGES 10 THROUGH 21
  GRADES 5 THRU 12

A candidate should complete her or his field experience work in a school with the same grade level classification as the license he or she wishes to pursue.

A candidate must have a teaching license in the grade level classification and must have taught in the grade level classification of the license she or he wishes to pursue.

A candidate may qualify for more than one license depending upon his or her teaching license and the grade level taught. A person requesting more than one license should discuss her or his situation with the Field Experience I College Supervisor.
Education Unit Conceptual Framework Pillars

Democratic Living
Democratic Living is a fundamental way of life in which all persons can fully develop, allowing space for individual voice, collaboration, reciprocity, and medication as part of everyday life.

Social Justice
At Ursuline, we believe that all people should work together to create a just society. We recognize our social responsibility by attending to the dignity of the individual, sharing resources, and advancing for and supporting the rights and opportunities of those who are underserved by society.

Spirituality
We believe that each of us is a unique person searching for the meaning of life. Spirituality is the way we seek to gain wisdom; build meaning in our lives; and create connection with self, others, and the Divine and natural worlds. Spirituality enables us to develop a clear vision and determine appropriate action.

Professionalism
As professional educators, we believe we have an obligation to approach education with integrity, dignity, and wisdom; to act as responsible leaders; and to work continually with the best interests of our candidates in mind. We view learning as a continuous life-long process and believe that reflective practice nurtures this continual growth.

VALUES      VOICE      VISION

The Reflective Learner
FORMS
**Ursuline College**  
**Educational Administration**  
**Field Experience I Project Summary**

**Student Name:**_____________________________________________________

**Field Experience Site:**_____________________________________________

**Field Experience Cooperating Principal:**_____________________________

1. Descriptive Title of the Experience (Identify which of the Eight Areas):

2. Sub Ares(s)/Specific Objectives:

3. Level of Experience (Circle appropriate area):  1  2  3  4  Combination

4. Dates of project:

5. Total number of hours for project:

6. Person worked with during this project:

7. Summary of Experience (**Critical Section**)

8. Insights gained from this experience (**Critical Section**)

9. Questions, comments, or topics needing further investigation:

10. Additional Comments:

Signature of Cooperating Principal:__________________________________________

Date:____________________________

**END OF FORM**
Name:________________________________________________________________
Home Address:________________________________________________________________
_____________________________________________________________ZIP___________
Home Telephone Number:__________   ________________-
Name of your School:________________________________________________________________
School Address:________________________________________________________________
_____________________________________________________________ZIP___________
School Telephone Number: :__________   ________________-
Your Email Address:________________________________________________________________
Name of school where you will complete your field experience work:
________________________________________________________________
Name of principal who will serve as you cooperating principal:
________________________________________________________________
By what name would you like to be called in class:________________________________
What courses would you like to see Ursuline offer in spring semester 2013?
________________________________________________________________

END OF FORM
Ursuline College
Educational Administration
Field Experience I and Field Experience II/Internship Self Assessment
ELCC Standards Dispositions

Please circle the indicator that you believe most accurately describes you in relation to the I.S.S.L.C. Standards dispositions:
SE=Strong Evidence  LE=Limited Evidence  NS=Evidence Not Seen  OE=Opposing Evidence

**Standard 1: Shared Vision**

The intern believes in, values, and is committed to:

1. The educability of all students
   - SE LE NS OE
2. A school vision of high standards of learning
   - SE LE NS OE
3. Continuous school improvement
   - SE LE NS OE
4. The inclusion of all members of the school community
   - SE LE NS OE
5. Ensuring that students have the knowledge, skills, and values needed to become successful adults
   - SE LE NS OE
6. A willingness to continuously examine one’s own assumptions, beliefs, and practices
   - SE LE NS OE
7. Doing the work required for high levels of personal and organizational performance
   - SE LE NS OE

**Standard 2: Culture and Program for Student and Staff Growth**

The intern believes in, values, and is committed to:

1. Student learning as the fundamental purpose of schooling
   - SE LE NS OE
2. The proposition that all students can learn
   - SE LE NS OE
3. The variety of way in which students can learn
   - SE LE NS OE
4. Life-long learning for self and others
   - SE LE NS OE
5. Professional development as an integral part of school improvement
   - SE LE NS OE
6. The benefits that diversity brings to the school community
   - SE LE NS OE
7. A safe and supportive learning environment
   - SE LE NS OE
8. Preparing students to be contributing members of society
   - SE LE NS OE

**Standard 3: Management and Operations**

The intern believes in, values, and is committed to:

1. Making management decision to enhance learning and teaching
   - SE LE NS OE
2. Taking risks to improve schools
   - SE LE NS OE
3. Trusting people and their judgments
   - SE LE NS OE
4. Accepting responsibility
   - SE LE NS OE
5. High quality standards, expectations, and performances
   - SE LE NS OE
6. Involving stakeholders in management processes
   - SE LE NS OE
7. A safe environment
   - SE LE NS OE
Standard 4: Diversity, Family, Community

The intern believes in, values, and is committed to:
1. School operating as an integral part of the larger community
2. Collaboration and communication with families
3. Involvement of families and other stakeholders in school decision-making processes
4. The proposition that diversity enriches the school
5. Families as partners in the education of their children
6. The proposition that families have the best interests of their children in mind
7. Resources of the family and community needing to be brought to bear on the education of students
8. An informed public

Standard 5: Ethics and Integrity

The intern believes in, values, and is committed to:
1. The ideal of the common good
2. The principles of the Bill of Rights
3. The right of every student to a free, quality education
4. Bringing ethical principles to the decision-making process
5. Subordinating one’s own interests to the good of the school community
6. Accepting the consequences for upholding one’s principles and actions
7. Using the influence of one’s office constructively and productively in the service of all students and their families
8. Development of a caring school community

Standard 6: Political, Social, Economic, Legal, and Cultural Contact

The intern believes in, values, and is committed to:
1. Education as a key to opportunity and social mobility
2. Recognizing a variety of ideas, values, and cultures
3. Importance of a continuing dialogue with other decision makers affecting education
4. Actively participating in the political and policy-making context in the service of education
5. Using legal systems to protect student rights and improve student opportunities

END OF FORM
Name: ________________________________________________________________

My Cooperating Principal was: __________________________________________

My Mentor Principal was: ______________________________________________

My Mentor’s school: ____________________________________________________

I spent time at my mentor’s school as follows:

Hours ________ Date _________

Hours ________ Date _________

Hours ________ Date _________

The number of hours I completed in each of the eight administrative areas was:

_______ Philosophy

_______ School/Community Relations

_______ Educational Leadership

_______ Curriculum and Instruction

_______ Staff Personnel

_______ Pupil Personnel Services

_______ School Law

_______ School Finance

The college supervisor visited my school on:

______________________________________________________________________

END OF FORM
Name of Field Experience II/Internship Student:____________________________________________

Name of Cooperating Principal:__________________________________________________________________

Name of School Site:__________________________________________________________________________

1. Please rate the quality of this candidate’s work in completing the thirty-two administrative projects this semester at your school. Please rate on a 1 low (did not meet expectations), 3 middle (met expectations), and 5 high (exceeded expectations).

Comments:_________________________________________________________________________________

2. How do you rate this candidate’s ability to create positive relationships with others during the field experience work this past semester? Please rate on a 1 low (did not meet expectations), 3 middle (met expectations), and 5 high (exceeded expectations).

Comments:________________________________________________________________________________

3. How do you rate this candidate’s commitment to the belief that all students can learn? Please rate on a 1 low (did not meet expectations), 3 middle (met expectations), and 5 high (exceeded expectations).

Comments:________________________________________________________________________________

4. How do you rate this candidate’s knowledge of the field of educational administration? Please rate on a 1 low (did not meet expectations), 3 middle (met expectations), and 5 high (exceeded expectations).

Comments:________________________________________________________________________________
4. Please rate the candidate on the following areas of administration using a scale of 1 low to 10 high scale.
  ___ Organizational Skills
  ___ Ability to manage time effectively
  ___ Communication skills
  ___ Decision making skills
  ___ Ability to express her/himself in writing
  ___ Ability to speak in front of a group
  ___ Ability to identify the real problem
  ___ Ability to solve a problem
  ___ Ability to portray a positive attitude consistently
  ___ Ability to get the “right stuff” done
  ___ Ability to facilitate a group
  ___ Ability to resolve conflict
  ___ Ability to be trustworthy
  ___ Consensus building skills
  ___ Ability to emphasize and encourage equity and diversity in the school setting
  ___ Ability to treat others with dignity and respect
  ___ Ability to examine own assumptions, beliefs, and practices
  ___ Ability to acknowledge the contributions/achievements of others
  ___ Ability to use technology effectively
  ___ Ability to model core beliefs of the school vision
  ___ Ability to assure effective operational plans and procedure are in place when responsible for an activity
  ___ Ability to know and follow adopted school policies
  ___ Skill in being a reflective practitioner
  ___ Ability to work effectively with parents

5. What do you assess as this candidate’s major strengths as a potential school administrator?
6. What do you assess as the areas this candidate needs to work on most in the remaining courses in the Educational Administration Program at Ursuline College?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Other Comments:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Signature of Cooperating Principal:_________________________________________________

Date:__________________________________

Please return this form to your internship for inclusion in the three ring notebook.

Martin M. Kane
Ursuline College
2550 Lander Road
Pepper Pike, Ohio  44124-4398
Fax 440-646-8328
Email: mkane@ursuline.edu
Name of Field Experience I/Internship Student: __________________________________________

Name of Mentor Principal: _______________________________________________________

Did this candidate fulfill the requirement of spending the equivalent of two full school days shadowing you or assisting you in your building?

Yes____________                  No____________

1. In the equivalent of two days this candidate spent shadowing and/or doing projects in your building this semester, how do you rate the ability of this person to create positive relationships with others?
   _____Exceeded Expectations (5)
   _____Met Expectations (3)
   _____Did Not Meet Expectations (1)

   Comments:

2. In the equivalent of two days this candidate spent shadowing and/or doing projects in your building this semester, how do you rate the ability of this person to treat others with dignity and respect?
   _____Exceeded Expectations (5)
   _____Met Expectations (3)
   _____Did Not Meet Expectations (1)

   Comments:

3. How do you rate the ability of this person to encourage equity and diversity in the school setting?
   _____Exceeded Expectations (5)
   _____Met Expectations (3)
   _____Did Not Meet Expectations (1)

   Comments:
4. How do you rate the ability of this person to be a collaborative leader?
   ______ Exceeded Expectations (5)
   ______ Met Expectations (3)
   ______ Did Not Meet Expectations (1)
Comments:

5. How do you rate this candidate’s commitment to the belief that all students can learn?
   ______ Exceeded Expectations (5)
   ______ Met Expectations (3)
   ______ Did Not Meet Expectations (1)
Comments:

6. On a 1 low to 10 high scale, how do you rate this candidate in the following areas:
   ______ Knowledge of the field of educational administration
   ______ Ability to communicate effectively
   ______ Ability to be a positive role model as an administrator
   ______ Ability to portray a positive attitude
   ______ Ability to be dependable
   ______ Skill in being a reflective practitioner
   ______ Ability to utilize technology effectively
   ______ Ability to make effective decisions
   ______ Ability to use good common sense in judgments
   ______ Ability to manage time effectively
   ______ Ability to facilitate a group
   ______ Ability to express himself/herself in writing

7. What strengths do you assess as this candidate’s major strengths as a potential administrator?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

8. What do you assess as the areas this candidate needs to work on most in remaining coursework at Ursuline College?
______________________________________________________________________________
______________________________________________________________________________
Other Comments:______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Signature of Mentor Principal:_____________________________________________________

Date:________________________

Please return this form to your intern for inclusion in the three ring notebook.

Martin M. Kane
Ursuline College
2550 Lander Road
Pepper Pike, Ohio  44124
Fax: 440-646-8328
mkane@ursuline.edu

END OF FORM
Ursuline College
Educational Administration
Field Experience I
Fall Semester 2012 Self Evaluation

Name of Field Experience I Student__________________________________

Name of Cooperating Principal______________________________________

Name of School Site________________________________________________

1. Please rate your perception of the quality of your work in completing the thirty-two administrative projects this semester.

____________Exceeded Expectations (5)

____________Met Expectations (3)

____________Did Not Meet Expectations (1)

Comments:

2. How do you rate your ability to create positive relationships with others during the field experience work this past semester?

____________Exceeded Expectations (5)

____________Met Expectations (3)

____________Did Not Meet Expectations (1)

Comments:

3. How do you rate your focus on student learning – to the belief that All Kids Can Learn?

____________Exceeded Expectations (5)

____________Met Expectations (3)

____________Did Not Meet Expectations (1)

Comments:

37
4. How do you rate your own knowledge of the field of Educational Administration?

_________ Exceeded Expectations (5)

_________ Met Expectations (3)

_________ Did Not Meet Expectations (1)

Comments:

5. On a scale of 1 low to 10 high, how would you rate you competency in each of the following areas?

_______ Organizational skills

_______ Ability to manage time effectively

_______ Communication skills

_______ Decision making skills

_______ Ability to express yourself in writing

_______ Ability to speak in front of a group

_______ Ability to identify the real problem

_______ Ability to solve a problem

_______ Ability to portray a positive attitude consistently

_______ Ability to get your right stuff done

_______ Ability to make a decision

_______ Ability to facilitate a group

_______ Ability to resolve conflict

_______ Ability to be trustworthy

_______ Consensus building skills

_______ Ability to emphasize & encourage equity & diversity in the school setting
______ Ability to treat others with dignity and respect
______ Ability to examine own assumptions, beliefs, and practices
______ Ability to acknowledge the contributions/achievements of others
______ Ability to possess a clear vision of your ideal school
______ Walk the talk – be an effective role model for others
______ Ability to collaborate with others
______ Ability to present an appropriate sense of humor
______ Ability to possess a strong self image
______ Ability to understand your own strengths and shortcomings
______ Ability to use technology effectively
______ Ability to assure effective operational plans and procedures are in place when responsible for an activity
______ Ability to know and follow school policies
______ Skill in being a reflective practitioner
______ Ability to work effectively with parents
______ Ability to model the core beliefs of the school vision
5. What do you assess as your major strengths as a potential school administrator?

6. What do you assess as the areas you need to work on most in the remaining courses at Ursuline?

Other Comments:

Signature: ____________________________
Date: ________________________________

Please place this completed form in your three ring binder.

Martin M. Kane
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2550 Lander Road
Pepper Pike, Ohio 44124
FAX 440-646-8328
Email: mkane@ursuline.edu

END OF FORM
Ursuline College
Educational Administration

Field Experience I College Supervisor Visitation Guidelines
The site visitation by the college supervision is an important part of you field experience work. You will be given a sign-up sheet at our first class meeting. You will select the date and time that the college supervisor will visit your school.

When the supervisor comes to your school for the required Field Experience II/Internship visit, the following should take place:

- You should meet the college supervisor at the front door of your school at the designated time. Help to buzz the college supervisor into your building. As you know, it is extremely difficult to get into a school building these days.
- The visit should take place during your conference and planning time if you are currently a teacher or at a time when you have no other appointments if you are an administrator.
- The supervisor and you will spend about 20 minutes discussing the following:
  - The background of your school.
  - The demographics of your school.
  - Your assessment of the success of the current year.
  - Examples of projects you have tried or will try in the futures.
  - Examples of problems or successes you have experienced.
  - How your projects are relating to the ISLLC Standards.
  - If you are attempting to find an administrative job, how your search is going.
- The college supervisor would like you lead a guided tour of your building
  - Please do not interrupt classes on the tour.
  - Show the college supervisor strengths and shortcomings of the building.
  - Introduce the supervisor to key people in the building if they are available.
- The college supervisor would like to discuss with you the progress you are making on your project write-ups. The college supervisor would like to review one of your write ups with you to assure that everything is in proper order.
- Any follow-up questions from class sessions might be discussed.
- The college supervisor would like to meet with your cooperating principal. This would be an important visit.
  - Does the principal have questions about the field experience/internship?
  - Does the principal have questions about the types of projects you should be accomplishing during this semester?
  - The college supervisor would also like a progress report of your experiences from the point of view of the cooperating principal.
  - Has the cooperating principal seen the evaluation form which is to be completed on the candidate at the end of the semester? Are there questions?
  - Is any assistance needed in order to make the experience a more positive one?
- The college supervisor would like you to help with directions to the next school visitation site, if necessary.
- Any other questions about the Ursuline program, next semester’s schedule, requirements, graduation, licensure, the job market, etc. can be discussed.
- The supervisor finally would like to know your plans to visit your mentor.
- This school site visitation generally does not exceed one and a half hour.
<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>Does Not Meet Expectations 1</th>
<th>Meets Expectations 2</th>
<th>Exceeds Expectations 3</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Thirty-two projects were completed (10 Points Possible)</td>
<td>Thirty-two projects not completed</td>
<td>All thirty-two projects were completed, but not four in each area</td>
<td>All thirty-two projects completed, four in each of the required areas</td>
<td>0-5</td>
</tr>
<tr>
<td>150 Hours of Field Work completed (10 Points Possible)</td>
<td>150 hours not completed</td>
<td>150 hours completed</td>
<td>More than 150 hours completed</td>
<td>0-5</td>
</tr>
<tr>
<td>Meet Definitions of Level 1 and 2, as outlined in the Field Experience I manual (5 Points Possible)</td>
<td>The projects were not challenging and/or not appropriate for an initial internship</td>
<td>Projects were challenging and appropriate for an initial internship</td>
<td>Projects were challenging and exceeded criteria for initial internship</td>
<td>0-1</td>
</tr>
<tr>
<td>Explain with as much detail as possible the candidate’s experience and role – Section 7 (25 Points Possible)</td>
<td>Section Seven write-ups did not provide an adequate description of what the candidate did to complete the project</td>
<td>Section Seven write-ups provided a partial description of what the candidate did to complete the project</td>
<td>Section Seven write-ups clearly stated what the candidate did to complete the project</td>
<td>0-14</td>
</tr>
<tr>
<td>Reflect on experience in regards to what was done and what candidate learned from experience – Section 8 (25 Points Possible)</td>
<td>Section Eight write-ups did not provide a clear description of what the candidate learned about being a principal from completing the projects</td>
<td>Section Eight write-ups provided a partial description of what the candidate learned about being a principal from completing the projects</td>
<td>Section Eight write-ups clearly stated what the candidate learned about being a principal from completing the projects</td>
<td>0-14</td>
</tr>
<tr>
<td>Project was signed by cooperating principal (5 Points Possible)</td>
<td>Cooperating principal did not sign the project</td>
<td>Cooperating principal signed some of the projects</td>
<td>Cooperating principal signed all the projects</td>
<td>0</td>
</tr>
<tr>
<td>All support materials required were submitted with the project (10 Points Possible)</td>
<td>Appropriate support materials were not provided</td>
<td>Support materials were provided but were either not complete or did not fully explain the projects</td>
<td>All support materials were provided and explained the projects completely</td>
<td>0-5</td>
</tr>
<tr>
<td>Organization of the Binder (5 Points Possible)</td>
<td>The binder was not well organized; was not acceptable</td>
<td>Organization, order, neatness were acceptable</td>
<td>The binder was exceedingly well organized; was exemplary</td>
<td>0-1</td>
</tr>
<tr>
<td>Sentence Structure, Grammar, Punctuation, Spelling (5 Points Possible)</td>
<td>There were major sentence structure, grammar, punctuation, and spelling errors</td>
<td>There were minor sentence structure, grammar, punctuation, and spelling errors</td>
<td>There were no sentence structure, grammar, punctuation errors noted</td>
<td>0-1</td>
</tr>
</tbody>
</table>

| TOTAL | 97-100 A+ | 90-92 B+ | 81-78 C+ | 95-96 A | 86-89 B | 77-79 C | 93-94 A- | 82-85 B- | 70-73 C- |

END OF FORM
Ursuline College
Educational Administration
Field Experience I
Self Analysis – What are my strengths? What do I need to work on?

As you have viewed the principalship over the years, what are the traits, characteristics, and/or skills which separate the super principal from the ordinary principal? The super principal has:

1.__________________________________
2.__________________________________
3.__________________________________
4.__________________________________
5.__________________________________
6.__________________________________

As of this point in your career, what do you see as your most significant leadership traits, characteristics, skills?

1.__________________________________
2.__________________________________
3.__________________________________
4.__________________________________
5.__________________________________
6.__________________________________
7.__________________________________

As of this point in your career, what are some shortcomings and/or limitations you see in yourself which might hinder your ability to be a successful school administrator?

1.____________________________________________________________________________
2.____________________________________________________________________________
3.____________________________________________________________________________
4.____________________________________________________________________________

Your name:___________________________________________________________________

PLEASE BRING THIS TO CLASS WITH YOU ON AUGUST 25, 2012

END OF FORM
Course Expectations:

1. Meeting with the cooperating principal early in August to set the operating procedures for the field work.
2. Meeting with the cooperating principal on a regular basis to get feedback about the quality of the completed projects.
3. Contacting the mentor principal sometime in September.
4. Attending all class sessions and on time
5. Meeting the project due dates spelled out in the Field Experience I manual
6. Hosting the college supervisor for a site visit
7. Completing four projects in each of the eight administrative areas
8. Using the field experience write-up form to submit completed projects
9. Attending the Ursuline College Educational Administration Evening of Reflection
10. Shadowing the mentor principal for the equivalent of two full school days
11. Submitting a three ring notebook at the last class which includes the following:
   - 32 projects and supporting material
   - The signature of the cooperating principal on each completed project
   - The cooperating principal’s evaluation form
   - The mentor principal’s evaluation form
   - Your self evaluation form
   - The summary sheet indicating hours per administrative area, mentor principal shadowing, college supervisor site visit

Failure to complete any of the above will result in a reduction of the final grade issued for the Field Experience I (ED 509) class.

END OF FORM
Ursuline College  
Educational Administration  
Field Experience I

A significant aspect of the Field Experience I course is to expose candidates for the principalship to the **opening of the school year**. Later, the Field Experience II/Internship course will concentrate on the events involved with closing the school year.

So, as you choose your projects for your 150 hours of field experience work this semester, please pay special attention to activities which relate to the opening of school.

For example, you might consider completing projects in the following areas:

- The opening faculty meeting(s) – both central office and building
- Opening department or grade level meetings
- The distribution of textbooks
- The distribution of materials to faculty and staff
- The procedure for the first day for students
- Opening student assemblies
- The opening parent open house
- The first PTA meeting
- The opening Monday morning bulletin
- Evaluation meetings
- Intervention assistance team initial meeting
- Mentoring sessions and procedures
- Tracking down students who do not report
- Athletic eligibility
- Initial meeting of co-curricular groups
- Student schedule change request procedures
- Parent newsletters
- Bus/cafeteria supervision
- Detention monitoring
- Building safety procedures

END OF FORM
Should you need help

The Administrative Assistant for the Educational Administration Program at Ursuline College is:

Diana Lynch  
Telephone: 440-646-8145  
Email: dlynch@ursuline.edu  
Diana’s office is located on the second floor of the Ursuline Besse Library.

The Administrative Assistant for Educational Administration in the areas of Tk20, licensure, registration and recruitment is:

Kim Lakota  
Telephone: 440-684-6004  
Email: klakota@ursuline.edu  
Kim’s office is in the lower level of the Besse Library in the Education Department next to the Media Center; her office number is BL 013.

Your Academic Advisor in the Educational Administration Program is:

Martin M. Kane  
Telephone: 440-646-8148  
Home Telephone: 440-886-3437  
Email: mkane@ursuline.edu  
Marty’s office is on the second floor of the Pilla Learning Center, overlooking the atrium area. His office number is PC 224.