EDUCATIONAL ADMINISTRATION PROGRAM

Field Experience II/Internship
ED 519
Guidebook
Spring Semester, 2012

Values       Voice       Vision

The Reflective Learner
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Welcome to Ed 519 Field Experience II/Internship!!!

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:

- Field Experience I is the initial experience. (150 hours of field work in a school building). This is usually the first course a person accepted into the Ursuline program takes.
- A six hour field component is included in many classes offered in the educational administration program (6 hours of field work in a school building for each appropriate course.)
- Field Experience II/Internship is the culminating experience. (216 hours of field work in a school building starting in January and finishing at the end of the K-12 school year in June). This class is designed to be the last class a candidate takes before applying for licensure.

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

ED 519 Field Experience II/Internship is required of each student who seeks a license to be a school principal. FEII/Internship must be taken toward the end of a student’s program so that the candidate can take advantage of the learning from all of the other courses offered prior to completing the final internship. Usually FE II/Internship is the last class taken in the program. Two hundred sixteen hours of field work are required in ED 519 Field Experience II/Internship.

The field work must take place in a school approved or chartered by the Ohio Department of Education in either an elementary, middle, high school, or a combination of the three depending on the type of license the candidate wishes to receive. The work is also completed under the supervision and support of a licensed school administrator who is called the Cooperating Principal.

A candidate must also attend the seminar sessions of Field Experience II/Internship. The seminar class work is designed to help place the field experience work into some broader conceptual framework. Without the seminar, 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 II/Internship is organized. 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. Things get done in a school with and through people. As a result, there is much to be learned in an administrative internship like Field Experience II/Internship, but not in the same way that a person learns how to teach math, social studies, English, or science.
FE II/Internship offers very positive outcomes. Among those are the following:

- To enable the candidate to develop administrative competence progressively through a range of practical experiences. This is a core goal of the INTERNSHIP program. The eight areas in which each student completes projects will provide practical experience with actual issues faced regularly by real administrators.

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

- To enable a participant in the Field Experience II/Internship to test her/his personal commitment to an administrative career.

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

- To give the candidate insight into his/her 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 her/his own strengths and weaknesses as a future leader.

- To showcase the talents of each Field Experience II/Internship student as a potential future school leader. The FEII student is noticed by the buildings and the school district as a person who has a real interest in becoming an effective school administrator. The word spreads.

**GENERAL REQUIREMENTS FOR FIELD EXPERIENCE II/INTERNSHIP**

- The candidate is responsible for arranging a field experience site. Almost always this site is the school building in which the person is currently assigned. If that site is not workable, the college supervisor will assist the candidate to identify a user-friendly school building in which to complete the twenty-nine projects.

- The candidate must identify a Cooperating Principal. This person is usually the principal of the building in which the candidate is currently working. Once again, if the principal in the candidate’s building is not willing to serve as the Cooperating Principal, the college supervisor will assist in identifying a Cooperating Principal who is willing to assist.

- The candidate will be assigned a Mentor Principal by the College Supervisor. The Mentor Principal must be a graduate of the Ursuline Educational Administration Program.

- In Field Experience II/Internship 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.

- The student in Field Experience II/Internship must complete a minimum of 216 hours of field work in a school building.

- Twenty-nine projects are required, two 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. There are also ten additional required projects. These come primarily from the NCATE and ELCC Standards. Finally, there are three projects connected to the ARRANGE YOUR OWN classroom portion of the course.

Once again, the total number of projects is twenty-nine and the total number of required hours is 216. Some candidates may have to complete more than twenty-nine projects if the total number of hours in those twenty-nine do not equal 216 hours. More specifically:

- There will be a minimum of sixteen projects required in the eight major competence areas. (Leadership, Curriculum & Instruction, Staff Personnel, Philosophy, School & Community Relations, School Law, School Finance, Pupil Personnel Services) There must be two projects in each of the eight areas.

- There will be ten REQUIRED PROJECTS to fulfill NCATE and ELCC requirements:
  - An ELL (English Language Learners) project required by NCATE
  - A strategic planning project required by ELCC (Standard ELCC 4.3)
  - A project required by NCATE in which the candidate gathers and analyzes data concerning student learning and develops a plan for improvement.
  - A staffing plan project required by ELCC (Standard 3.1, 3.2, and 3.3)
  - A school and Community partnerships project required by ELCC (Standard ELCC 4.1)
  - A school and community project required by ELCC (Standard ELCC 6.2)
  - An Interview Night project where FE II/Internship candidates interview graduates of the undergraduate education program and graduates of the MAP program.
  - A project requiring each candidate to assist in the office with minor discipline, tardy, and attendance problems.
  - A project focusing on the closing of the school year. (NCATE)
  - A write up of the candidate’s two days of shadowing the Mentor Principal. (ELCC)

- There will be three ARRANGE YOUR OWN class sessions (The Role of the Athletic Director, The Middle School – What Makes It Different, and Administrative Use of Technology) whose write ups will be treated as projects.

- The candidate must summarize each completed project according to the administrative experience log format which is enclosed in this booklet. Each of the twenty-nine projects must be typed.

- Each candidate is expected to turn in each completed project to the college supervisor as soon as each has been accomplished and typed. A schedule of when these projects are due is as follows:
  - 4 projects due February 1 or sooner
  - 4 projects due February 8 or February 15 or sooner
  - 2 projects due March 7 or sooner
  - 2 projects due March 21 or sooner
  - 4 projects due April 4 or sooner
  - 4 projects due April 18 or sooner
• 4 projects due May 16 or sooner
• 2 projects due May 30 or sooner

ALL 29 PROJECTS DUE IN A THREE RING NOTEBOOK JUNE 13, 2012

• In Field Experience II/Internship the college supervisor will visit the site where the field work in being completed and will meet with the Cooperating Principal. The date will be mutually decided by the college supervisor and the Field Experience II/Internship candidate.

• When presenting the final three ring notebook, projects write-ups may not be placed in plastic holders. The reason is that it is not possible to write on plastic holders and it is too difficult to take papers out of the folders and return them.

• The support materials for each project should be included in the final three ring notebook. These support materials should be found directly behind the written summary of the project. Please do NOT turn support materials when you submit your projects on the various due dates.

• When completing the twenty-nine projects, each candidate must demonstrate the effective use of technology.

• Each candidate in FE II/Internship is also expected to give special attention to CLOSING OF SCHOOL activities.

• The college class sessions portion of Field Experience II/Internship has not changed except for the fact that sessions will run into the month of June. Field Experience II/Internship will continue to have an unusual feature that other classes do not have. Some class sessions are required. That means all of the twenty people enrolled in the class will attend. Some class sessions are called ARRANGE YOUR OWN SESSION. That means each candidate will be expected to set up his or her own experience. And, there may be a session that because of prior job experience a candidate might believe she or he has adequate knowledge of the topic of the session and need not attend that class session because of that prior job experience.

CLASS SESSION FOR FIELD EXPERIENCE II/INTERNSHIP FOR SPRING 2012

Session # 1  Wednesday, January 4  MANDATORY SESSION
INTRODUCTION TO THE COURSE

4:30-6:00  All elementary candidates meet in Mullen 314.
(Hakan Biogcioglu, Stephanie Boka, Joanne Brown, Lisa Oriti
Billie Fusco, Lauren Girdler, Kristan Glau, Marc Kaminicki - 8

6:00-7:30  All middle and high school candidates meet in Mullen 314
(Marilyn Arundel, Ericka Blackburn, Fawn Bryan, John Cameron,
Jennifer Cantanese, Ray Conser, Tom Grodek, Siasia Jackson, Sara Joyce,
Jason Witherite, Jennifer Wolfert – 11)

Session # 2  Wednesday, January 18  ARRANGE YOUR OWN SESSION
THE ROLE OF THE ATHLETIC DIRECTOR
Session # 3    Wednesday, February 1

MANDATORY SESSION
PROGRESS CHECK – 4 Projects Due

4:30-7:00    STRATEGIC PLANNING PROCESS
All candidates meet in Mullen 314.
READ CHAPTERS 1,2,3,4,5 OF WHAT GREAT PRINCIPALS DO DIFFERENTLY

Session # 4    Wednesday, February 8

MANDATORY SESSION
CONSTRUCTING THE MASTER SCHEDULE
(4 projects due)

4:30-7:30    Elementary candidates meet in Mullen 313 with Mike Lynch,
Principal, Mentor Lake Elementary
READ CHAPTER 6,7,8,9,10,11 WHAT GREAT PRINCIPALS DO DIFFERENTLY

Session # 5    Wednesday, February 15

MANDATORY SESSION
CONSTRUCTING THE MASTER SCHEDULE
(4 projects due)

4:30-7:30    Middle and high school candidates meet in Mullen 314 with M. Kane
READ CHAPTER 6,7,8,9,10,11 WHAT GREAT PRINCIPALS DO DIFFERENTLY

Session # 6    Wednesday, February 29

MANDATORY SESSION
ARRANGE YOUR OWN EXPERIENCE
THE MIDDLE SCHOOL – WHAT MAKES IT DIFFERENT

Session # 7    Wednesday, March 7

MANDATORY SESSION
THE ROLE OF THE ASSISTANT PRINCIPAL
(2 projects due)

4:30-6:00    Elementary candidates meet in Mullen 314 with
Staci Albanese, Assistant Principal, Lamuth Middle School and
Carol Flaisig, Assistant Principal, St. Paschal Baylon Elementary
5:00-6:30    Middle school candidates meet at North Royalton Middle School with
Jeff Cicerchi, Assistant Principal, North Royalton Middle School
5:00-6:30    High school candidates meet at Mayfield High School with
Patrick Ward, Assistant Principal, Mayfield High School
READ CHAPTERS 12,13,14,15,16,17 of WHAT GREAT PRINCIPALS DO

Session # 8    Wednesday, March 21

MANDATORY SESSION
PROGRESS CHECK (2 projects due)

4:30-7:00    All candidates report to a pre-determined Cleveland Metropolitan School
District building which will be announced in advance.

READ CHAPTERS 1,2,3,4,5 of 10 TRAITS OF HIGHLY EFFECTIVE PRINCIPALS.

Session # 9    Wednesday, April 4

MANDATORY SESSION
PROGRESS CHECK
THE CLOSING OF THE SCHOOL YEAR
(4 projects due)

4:30-5:45 All elementary candidates report to Mullen 314.
5:45-7:00 All middle and high school candidates report to Mullen 314.
READ CHAPTERS 6,7,8,9,10 of 10 TRAITS OF HIGH EFFECTIVE PRINCIPALS

Session # 10  Wednesday, April 18  MANDATORY SESSION
(4 Projects Due)  INTERVIEW NIGHT – FE II/INTERNSHIP
CANDIDATES INTERVIEW GRADUATING
M.A.P. AND UNDERGRADUATE MAY
GRADUATING CANDIDATES
4:00-10:00 All candidates meet in the Mary Beaumont Room of the Daley Dining
Hall to conduct interviews.

Session # 11  Wednesday, MAY 2  ARRANGE YOUR OWN SESSION
ADMINISTRATIVE USE OF TECHNOLOGY

Session # 12  Wednesday, MAY 16  MANDATORY SESSION
(4 Projects Due)  PROGRESS CHECK
4:30-6:00 All elementary candidates report to Mullen 314
6:00-7:30 All middle and high school candidates report to Mullen 314.

Session # 13  Wednesday, May 23  INDIVIDUAL CONFERENCE AS NEEDED
4:30-7:00 Conferences arranged as needed., Sessions in Pilla 224.

Session # 14  Wednesday, May 30  OPTIONAL SESSION
(2 Projects Due)  PROGRESS CHECK
IS IT EVERY OK FOR THE HONEST PRINCIPAL TO TELL A LIE?
4:30-6:00 Candidates who choose to attend will meet in Mullen 314.

Session # 15  Wednesday, June 13  TURN IN THREE RING NOTEBOOKS
4:30-7:00 Mullen 314

LICENSURE AREAS
As of September 2, 2003, The State of Ohio issues the principal license in the following areas:
Ages 3-12
Grades Pre-K through 6
Ages 8-14
Grades 4 through 9
Ages 10-21
Grades 5-12

There is no longer an entry year program in Ohio, although such a program may be re-introduced in the
near future. In place of the entry year program, candidates who apply for a license in 2011 will be granted
a FIVE YEAR license with no entry year program. You may recall in the recent past, candidates received
a two year license and had to participate in a two year entry year program. So, in that regard, this year’s
Field Experience II/Internship class is very fortunate.
The grade level of the administrative license or licenses each candidate receives after completing Field Experience II/Internship depends upon the teaching license of the candidate and which grade level or levels the candidate has taught currently and in the recent past. Since the answer to this question depends upon each person’s teaching license and teaching experience, it will be dealt with on an individual basis as part of one of our class sessions.

Each Candidate must complete his/her field experience work in a school with the same grade level classification as the license(s) he/she wishes to pursue. However, it is acceptable and in fact encouraged that a candidate in Field Experience II/Internship be associated with a Mentor Principal in a grade level classification different from the one in which the candidate plans to apply for a license. It is also acceptable for a candidate to have more than one Mentor Principal in more than one licensure area.

The idea is to concentrate on the grade level the candidate wishes to work in as a school administrator but also gain exposure to other grade levels of building administration.

More specifically, a field experience candidate wishing to become a licensed elementary school principal must:
- Complete twenty-five of the projects in an elementary school.
- The other four projects should be done either at the middle school, high school, or board of education office at the grade level in which a second license will be requested.

A Field Experience II/Internship Candidate wishing to become a licensed Middle School Principal must:
- Complete twenty-five of the projects in a middle school.
  * The other four projects should be done either at the elementary, high, or board of education office at the grade level in which a second license will be requested.

A Field Experience II/Internship Candidate wishing to become a licensed High School Principal must:
- Complete twenty-five of the projects in a high school.
- The other four projects should be done either in an elementary school, middle school, or at the board of education office at a grade level in which a second license will be requested.

**DEFINITION OF LEVEL EXPERIENCES**

There are four levels of work in the overall Field Experience Program. These levels are Level I, Level II, Level III, and Level IV.

A candidate in ED 509 Field Experience I must complete Level I and Level II projects. However, Level III and Level IV projects are acceptable.

A candidate in ED 519 Field Experience II/Internship must complete only Level III and Level IV projects. In ED 519 Field Experience II/Internship, Level I and Level II projects are not acceptable.

**The Four Levels of Experience are defined as follows:**
**Level I Experiences: Observation**

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The field experience participant is present during the conduct of the administrative/supervisory activity. He or she observes, but does not participate in a significant way.

Examples of OBSERVATION might be:
- Watching 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
- Observing noon time lunch room supervision
- Watching an administrator discipline a student
- Attending an in-service presentation, etc.

Specific examples which might be used as project write-ups might include:
- The candidate watches the principal conduct the opening of school faculty meeting and writes up what took place.
- The candidate observes the assistant principal address students at the opening of school assembly and write up what happened.
- The candidate watches the principal supervise after-school detentions and writes up how the operation was organized.
- The candidate accompanies the principal as she walks around the building during visibility time and writes up what was learned.

**Level II Experiences: Interview or Discuss**
The field experience participant interacts verbally with one or more administrators or others regarding particular areas of administration/supervision theory or practice.

Examples of INTERVIEW/DISCUSSION might be:
- Attending a faculty meeting and then discussing with the principal why she or he 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 from a student activity fund raiser
- 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:
- The candidate discusses with the principal why she or he did what happened at the recent faculty meeting.
- The candidate critiques with the principal how the opening of school assembly went for students.
- The candidate talks with the assistant principal to identify how he will utilize the pupil personnel services workers assigned to the building this year.
• The candidate discusses with the principal the collection of textbook process which will be used at the conclusion of the school year.
• The candidate discusses with the administrative team the plan to evaluate faculty and staff in the second half of the school year.

A Candidate in Field Experience I is only required to complete projects defined as Level I and II. However, the Field Experience I Candidate may become involved in Level III and IV activities if appropriate.

A candidate in Field Experience II/Internship MAY NOT complete any project defined as a Level I or Level II.

Level III Experiences: Limited Participation/Planning
The Field Experience II/Internship 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 student 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 or similar event.
• Writing a memo to the faculty concerning the collection of textbooks at the end of the school year.
• Working with a faculty committee to plan and set-up a future parent meeting.
• Writing a letter for the principal to senior citizens inviting them to attend the spring play or music concert.
• Ordering materials and supplies for an event.
• Working with a committee to compare the school philosophy with the parent or student handbook.
• Planning an event involving senior citizens of other members of the community.
• Planning and/or organizing a school sponsored fund raising event or activity.

Specific examples might include:
• The candidate assists the principal in planning the upcoming meeting with parents where next year’s curriculum and courses are explained.
• The candidate plans a faculty meeting or school assembly.
• The candidate assists in planning an upcoming school field trip.
• The candidate plans a department or grade level meeting.
• The candidate determines a procedure for end of the year locker clean-out.

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 of faculty or community members 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 or assisting in constructing the master schedule for a department or for the entire school for the next school year.
- Presenting a faculty in-service meeting, working with the secretarial staff to resolve a dispute.

Specific examples might include:
- The candidate works in the office of the assistant principal during her/his conference and planning period to deal with students tardy to school or class.
- The candidate supervises the crowd at a school athletic event.
- The candidate facilitates a faculty meeting.
- The candidate supervises a school dance.
- The candidate conducts a teacher evaluation.
- The candidate registers students new to the school.
- The candidate presents information to a group of parents or citizens concerning a school issue.

In order for work on a committee to count as a project the candidate must facilitate the committee.

**EXPLANATION OF THE ROLE OF THE VARIOUS PARTICIPANTS IN FIELD EXPERIENCE II/INTERNSHIP**

**THE COOPERATING PRINCIPAL**
The Cooperating Principal is an administrator, licensed as 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, give feedback to, and evaluate the participant’s attainment of the competencies selected for the field experience. The Cooperating Principal completes an evaluation of the candidate at the end of the course.

**THE COLLEGE SUPERVISOR**
The College Supervisor is the facilitator of the Field Experience II/Internship class. She/he is assigned by Ursuline College and meets with class on a regular basis. The College Supervisor also coordinates and assists in setting up the competencies projects the student will attempt and the attainment of those required competencies and projects. 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 II/Internship course at the end of the semester.

**THE MENTOR PRINCIPAL**
The Mentor Principal is an experienced, licensed 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 might also allow the candidate to complete a project or projects at the Mentor Principal’s school. 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 Field Experience II/Internship candidate remain in contact as advisor/advisee after the completion of the field experience course. The Mentor
Principal also completes an evaluation of the candidate at the end of the course.

The College Supervisor must approve the person who will serve as the Mentor and the Mentor Principal must be a graduate of the Ursuline College Educational Administration Program. The school of the Mentor Principal should be “different” from the school of the candidate so that the candidate is exposed to varied experiences in this field experience course. For example, a candidate from an urban middle school might well be assigned to a Mentor Principal from a rural high school.

**THE CLOSING OF SCHOOL EMPHASIS**

A significant aspect of Field Experience II/Internship is exposing the candidate for the principalship to the closing of the school year. In Field Experience I, the emphasis is on opening the school year successfully.

Therefore, each candidate in Field Experience II/Internship is encouraged to become involved in activities which relate to the closing of the school year. For example, a candidate might consider completing projects in the following areas:

- Planning and writing up the procedures for the faculty to follow in closing the school year and checking out of school.
- Identifying the plan to collect textbooks, student fees, etc.
- Organizing the final student locker clean-out.
- Work with the custodian to plan the building summer cleaning schedule.
- Constructing the master schedule for the next school year.
- Writing the end of the year bulletin to parents.
- Assisting in planning events like the end of the year dance, the prom, honors evenings, recognition assemblies, commencement, etc.
- Organizing summer school.
- Planning the process for determining final report card distribution.

**SAMPLES OF POSSIBLE PROJECTS/ACTIVITIES FOR FIELD EXPERIENCE II/INTERNSHIP**

Please note than the following are only samples and suggestions of projects which might be attempted. Please keep in mind that each candidate will choose twenty-nine of the thirty two projects. Three projects are required and are detailed later in this manual.

**A. INSTITUTIONAL PHILOSOPHY OF EDUCATION**

*Goal:* To provide direction for the total operation of the school

**Level III The Candidate Might:**

- Lead in planning with a group of teachers the evaluation of the current student handbook and developing a new book more in line with school philosophy. (ELCC 1)
- Plan a series of small group student meetings where the philosophy of the school is explained and clarified. (ELCC 1)
- Plan and organizing an issue of the parent newsletter which centers on an explanation of the philosophy and vision of the school. (ELCC 3)
- Plan a meeting or series of meetings where the vision of the school is
communicated to staff, parents, and/or students. (ELCC 1)

Level IV The Candidate Might:
- Take the responsibility for writing a rough draft of the revision of the student handbook after a group of faculty has evaluated the current book again the school philosophy. (ELCC 1)
- Facilitate a series of small group student meetings where the philosophy of the school is explained and clarified. (ELCC 1)
- Write an issue of the parent newsletter which centers on an explanation of the philosophy and vision of the school. (ELCC 3)
- Facilitate a meeting or series of meetings where the vision of the school is communicated to staff, parents, and/or students. (ELCC 1)

B. SCHOOL-COMMUNITY RELATIONS

Goal: To build strong support for education.

Level III The Candidate Might:
- Plan an end of the year PTA meeting. (ELCC 4)
- Plan a report to be given by the principal at a local service club. (ELCC 4, 6)
- Organize the neighborhood literature drop for the May levy campaign. (ELCC 4)
- Plan with the building administrative team appropriate procedures for report card distribution at the end of the school year. (ELCC 2, 4)
- Organize an upcoming KEY COMMUNICATOR breakfast. (ELCC 6)

Level IV The Candidate Might:
- Act as host for the regularly scheduled PTA monthly officers meeting. (ELCC 4)
- Facilitate a faculty discussion of better ways of working and communicating with people in the community who do not have children in school. (ELCC 4, 6)
- Write and edit an issue of the school monthly parent newsletter. (ELCC 4)
- Facilitate a parent meeting concerning a discipline problem. (ELCC 2, 4)
- Meet a community group to assist in understanding the school vision. (ELCC 1, 6)
- Facilitate a session in which the symbols, ceremonies, stories, and/or other traditions of the school are demonstrated. (ELCC 1, 2)
- Facilitate a parent breakfast or key communicator breakfast. (ELCC 1, 4)

C. EDUCATIONAL LEADERSHIP

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 III The Candidate Might:
- Adapt an instrument to measure faculty perception of the school and of the building administration. (ELCC 1, 2,3)
- Plan the procedures for collecting unpaid student fees at the end of the school year. (ELCC 3)
Evaluate current procedures for collecting information for the Monday Morning Bulletin. (ELCC 3)
Develop a procedure to solve a current school problem. (ELCC 3)
Plan the management of a major school function. (ELCC 3)
Gather data in order to make an important school decision. (ELCC 3)

Level IV The Candidate Might:
- Make a presentation before the building administrative team. (ELCC 2, 3)
- Facilitate a faculty discussion about student smoking in the rest rooms. (ELCC 3)
- Lead a faculty meeting. (ELCC 1, 2, 3)
- Facilitate a department or grade level meeting. (ELCC 1, 2, 3)
- Manage a major school function in which attention is given to equity, effectiveness, and/or efficiency. (ELCC 3)
- After gathering appropriate data, lead a group of people in making a consensus decision. (ELCC 3)

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 III The Candidate Might:
- Assist the administrative team in planning a report of proficiency test results to the department chairpersons or grade level chairpersons. (ELCC 2)
- Plan an up-coming department meeting where some aspect of curriculum will be discussed. (ELCC 2)
- Examine and recommend means of evaluating an educational program. (ELCC 2)
- Visit other schools concerning a trend in curriculum and plan a report to the building administrative team. (ELCC 2)
- Organize a text book selection committee (ELCC 2, 3).
- Plan a meeting for the faculty in which effective instruction is discussed and/or demonstrated. (ELCC 2)

Level IV The Candidate Might:
- Give a report to the department chairpersons or grade level chairpersons on the results of the proficiency testing in the school. (ELCC 2)
- Represent the principal at a district wide curriculum meeting and give a report back to the building. (ELCC 2, 3, 6)
- Lead a discussion in a faculty session concerning the potential of block scheduling. (ELCC 2, 3)
- Collect student data and interpret it in light of the pervious performance of students. (ELCC 2)
- Facilitate a meeting for the faculty in which effective instruction is discussed and/or demonstrated. (ELCC 2)
- Facilitate a textbook selection committee. (ELCC 2, 3)
- Champion a curriculum project which will increase the chances of success
of all students or a particular group of students in need. (ELCC 2)

E. STAFF PERSONNEL

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

Level III The Candidate Might:
- Develop a structured process for interviewing prospective secretarial candidates. (ELCC 2)
- Plan a social gathering for a committee of the school. (ELCC 2)
- Facilitate the planning of the faculty Christmas party. (ELCC 2)
- Plan with the custodian the summer cleaning of the building schedule. (ELCC 3)
- Plan with the custodian the set-up and tear-down of the cafeteria for the upcoming new teacher monthly meeting. (ELCC 3)
- Review and make recommendations for improving the new teacher in-service program offered next year. (ELCC 2, 5)
- Assist in planning an interview process for prospective employees taking into Account confidentiality and assuring honest interaction. (ELCC 5)

Level IV The Candidate Might:
- Evaluate a classroom teacher. (ELCC 2, 5)
- Facilitate a new teacher monthly meeting. (ELCC 2, 3, 5)
- Complete a needs assessment concerning classroom aides. (ELCC 2, 5)
- Assume responsibility for a future faculty meeting. (ELCC 2, 3)
- Participate in the hiring of a new employee. (ELCC 2, 3, 5)
- Write an issue of the faculty Monday Morning Bulletin or the monthly parent newsletter. (ELCC 2, 3)

F. PUPIL PERSONNEL SERVICES

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

Level III The Candidate Might:
- Plan a meeting of the Intervention Assistance Team. (ELCC 2)
- Organize the necessary materials for an up-coming I.E.P. meeting. (ELCC 2)
- Write a letter to students involved in an upcoming Saturday detention. (ELCC 2)
- Plan a Saturday School session.
- Evaluate the in-school suspension program. (ELCC 2, 3)
- Meet with a representative group of students to discuss school rules and disciplinary procedures. (ELCC 2, 3)
- Organize a meeting where faculty members discuss the diversity of learners and their needs. (ELCC 2, 4)
- Plan a report to be given to a community group concerning special education Services in the building. (ELCC 2, 4, 6)

Level IV The Candidate Might:
• Lead a faculty discussion concerning accessibility of disabled people in the school building. (ELCC 2, 3, 4, 6)
• Facilitate a group in evaluating and revising the building crisis plan. (ELCC 3)
• Organize a procedure for collecting homework assignments for students confined to the local juvenile court facility. (ELCC 2, 3, 6)
• Give the central office pupil services workers a tour of your building. (ELCC 2, 3). Give the local fire and/or police a tour of your building. (ELCC 6)
• Facilitate a meeting where faculty members discuss the diversity of learners and their needs. (ELCC 2, 4)
• Actively participate in an I.E.P. meeting or a session of the building Intervention Assistance Team. (ELCC 2, 4)

G. SCHOOL LAW

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

Level III The Candidate Might:
• Prepare a report for the administrative team on search and seizure laws as they pertain to students. (ELCC 3, 6)
• Walk around the building with the fire Marshall as he conducts a monthly building inspection. (ELCC 3, 6)
• Plan a future new teacher meeting concerning negligence. (ELCC 3)
• Participate in the writing on an I.E.P. (ELCC 2, 4)
• Interact with a political action group in an attempt to improve educational and social opportunities for students. (ELCC 6)
• Assess the building crisis plan and offer suggestions for improvement. (ELCC 3, 6)

Level IV The Candidate Might:
• Work in the office of the assistant principal handling minor discipline problems. (ELCC 2, 3, 5)
• Facilitate a Saturday Work Day for students. (ELCC 3)
• Lead a meeting of coaches to discuss Withdrawal of Participation procedures for athletes who violate team rules. (ELCC 3)
• Lead a group of teachers in revising the discipline code for the school. (ELCC 2)
• Facilitate a meeting with pupil personnel services workers and a parent to Assist with the learning problems of a student. (ELCC 2, 4, 6)
• Mediate a student conflict. (ELCC 2, 3, 5)

H. SCHOOL FINANCE

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

Level III The Candidate Might:
• Assist the athletic director collect money at an athletic event. (ELCC 3, 5)
• Assist a teacher/advisor in planning an upcoming fund raiser. (ELCC 3)
• Plan with the school treasurer a process of collecting money at a dance. (ELCC 3)
• Organize a booklet explaining fund raising procedures for co-curricular advisors.
• Review with athletic director a process to determine athletic budgets. (ELCC 3)
• Critique the current process for collecting money at athletic events. (ELCC 3)

**Level IV The Candidate Might:**
• Pay bills. (ELCC 3, 5)
• Build a budget. (ELCC 2, 3, 5)
• Collect and process money at a school dance. (ELCC 3, 5)
• Facilitate a faculty meeting where fiscal procedures are explained. (ELCC 3, 5)
• Inventory equipment, supplies, and materials at the end of the year. (ELCC 3)
• Facilitate a school fund raiser. (ELCC 3, 5)
• Chaperone the prom paying special attention to the financial aspects of the event. (ELCC 3)
• Speak at a meeting in which the economic factors impacting the school are discussed. (ELCC 3, 4, 5, 6)

**RUBRIC FOR SCORING THE PORTFOLIO**

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>Does Not Meet Expectations</th>
<th>Approaching Target</th>
<th>Target</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>All twenty-eight projects were completed</td>
<td>Twenty-eight projects not completed</td>
<td>All twenty-eight projects were completed, but not four in each area</td>
<td>All twenty-eight projects completed, four in each of the required areas</td>
<td>9-10</td>
</tr>
<tr>
<td>(10 Points Possible)</td>
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<tr>
<td>216 Hours of Field Work completed</td>
<td>216 hours not completed</td>
<td>216 hours completed</td>
<td>More than 216 hours completed</td>
<td>9-10</td>
</tr>
<tr>
<td>(10 Points Possible)</td>
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<td></td>
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</tr>
<tr>
<td>Meet Definitions of Level 3 and 4, as outlined in the Field Experience I manual</td>
<td>The project was not challenging and/or not appropriate for a final internship</td>
<td>Project was challenging and appropriate for a final internship</td>
<td>Project was challenging and exceeded criteria for final internship</td>
<td>5</td>
</tr>
<tr>
<td>(5 Points Possible)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain with as much detail as possible the candidate’s experience and role – Section 7</td>
<td>Section Seven write-up did not provide an adequate description of what the candidate did to complete the project</td>
<td>Section Seven write-up provides a partial description of what the candidate did to complete the project</td>
<td>Section Seven write-up clearly states what the candidate did to complete the project</td>
<td>23-25</td>
</tr>
<tr>
<td>(25 Points Possible)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Reflect on experience in regards to what was done and what candidate learned from experience – Section 8</td>
<td>Section Eight write up did not provide a clear description of what the candidate learned about being a principal from completing the project</td>
<td>Section Eight write up did not provides a partial description of what the candidate learned about being a principal from completing the project</td>
<td>Section Eight write up clearly states what the candidate learned about being a principal from completing the project</td>
<td>23-25</td>
</tr>
<tr>
<td>(25 Points Possible)</td>
<td></td>
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</tbody>
</table>
COMPLETING THE TEN REQUIRED PROJECTS

The ten required projects are to be written up in the same format as the other nineteen projects.

REQUIRED PROJECT # 1
STAFFING PLAN (ELCC 3.1, 3.2, 3.3)

The assignment is to develop a plan 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.

Present in Section Seven a staffing plan for your entire school, faculty and staff, for the next school year taking into account the learning needs of students. This plan should include the number of faculty and staff needed to effectively manage the building. (ELCC 3.1)

Another portion of your Section Seven write up will be based on your data gathered and analyzed and will present a plan for next school year showing: (ELCC 3.2)

- the staff development goals appropriate for the coming year
- the communication strategies recommended for incorporating various staff members in the plans in the plans of the school
- the plan which provides for the safe, effective, and efficient use of the facilities
- a plan which identifies new resources needed to facilitate learning.

And finally, a third portion of this Section Seven write up will present a budget for the financial resources needed by the building above and beyond the faculty and staffing needs of the building. (ELCC 3.3)
Section Eight will be your reflection on the success of the plan and what you learned about being a principal from completing the project. Also, what specific content knowledge learned in the other sixteen courses in the Ursuline Educational Administration Program was helpful in completing this project.

REQUIRED PROJECT # 2
SCHOOL AND COMMUNITY PARTNERSHIP PROJECT

Plan a program for parents and/or guardians based on school and community partnerships which work together to meet the learning needs of students and families. (ELCC 4.1)

REQUIRED PROJECT # 3
COMMUNICATE WITH THE COMMUNITY CONCERNING ISSUES

Plan an activity or event in which the school communicates with members of the larger community concerning trends, issues, and potential changes in the environment in which the school operates. (ELCC 6.2)

<table>
<thead>
<tr>
<th>Three Required ELCC Projects Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ursuline College – Educational Administration Program</td>
</tr>
<tr>
<td>ED 519 Field Experience/Internship Required Topics Rubric</td>
</tr>
<tr>
<td>Candidate Name:</td>
</tr>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Manage the Organization (ELCC 3.1)</td>
</tr>
<tr>
<td>Manage Operations (ELCC 3.2)</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>The candidate did not demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. (ELCC 3.2a)</td>
</tr>
<tr>
<td>The candidate did not develop communication plans for staff that include opportunities for staff to develop their family and community collaboration skills. (ELCC 3.2b)</td>
</tr>
<tr>
<td>The candidate did not demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facility. (ELCC 3.2c)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Manage Resources (ELCC 3.3)</th>
<th>0-2 Points</th>
<th>3-7 Points</th>
<th>8 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate did not use problem-solving skills and knowledge of strategic, long-range, and operational planning</td>
<td>The candidate partially used problem-solving skills and knowledge of strategic, long-range, and operational planning</td>
<td>The candidate clearly used problem-solving skills and knowledge of strategic, long-range, and operational planning</td>
<td></td>
</tr>
<tr>
<td>Collaborate with Families and Other Community Members (ELCC 4.1)</td>
<td>Operational Planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning. (ELCC 3.3a)</td>
<td>(including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning. (ELCC 3.3a)</td>
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<tr>
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</tr>
<tr>
<td>The candidate did not creatively seek new resources to facilitate learning. (ELCC 3.3b)</td>
<td>The candidate did not apply and assess current technologies for school management, business procedures, and scheduling. (ELCC 3.3c)</td>
<td>The candidate clearly sought creative new resources to facilitate learning. (ELCC 3.3b)</td>
<td></td>
</tr>
<tr>
<td>0-2 Points</td>
<td>3-7 Points</td>
<td>8 Points</td>
<td></td>
</tr>
<tr>
<td>The candidate did not demonstrate the ability to bring together the resources of family members and the community to positively affect student learning. (ELCC 4.1a)</td>
<td>The candidate partially demonstrated the ability to bring together the resources of family members and the community to positively affect student learning. (ELCC 4.1a)</td>
<td>The candidate clearly demonstrated the ability to bring together the resources of family members and the community to positively affect student learning. (ELCC 4.1a)</td>
<td></td>
</tr>
<tr>
<td>The candidate did not demonstrate an ability to involve families in the education of their children. (ELCC 4.1b)</td>
<td>The candidate partially demonstrated an ability to involve families in the education of their children. (ELCC 4.1b)</td>
<td>The clearly demonstrated an ability to involve families in the education of their children. (ELCC 4.1b)</td>
<td></td>
</tr>
<tr>
<td>The candidate did not demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. (ELCC 4.1c)</td>
<td>The candidate partially demonstrated the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. (ELCC 4.1c)</td>
<td>The candidate clearly demonstrated the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. (ELCC 4.1c)</td>
<td></td>
</tr>
<tr>
<td>The candidate did not apply an understanding of community relations (ELCC 4.1c)</td>
<td></td>
<td>The candidate clearly applied an understanding of community relations (ELCC 4.1c)</td>
<td></td>
</tr>
</tbody>
</table>
models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships. (ELCC 4.1d)

The candidate did not develop various methods of outreach aimed at business, religious, political, and service organizations. (ELCC 4.1e)

The candidate did not demonstrate the ability to involve families and other stakeholders in school decision making processes. (ELCC 4.1f)

The candidate did not demonstrate the ability to collaborate with community agencies to integrate health, social, and other services. (ELCC 4.1g)

The candidate did not develop a comprehensive program of community relations and demonstrate the ability to work with the media. (ELCC 4.1h)

<table>
<thead>
<tr>
<th>0-3 Points</th>
<th>4-9 Points</th>
<th>10-11 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The partially applied an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships. (ELCC 4.1d)</td>
<td>The candidate clearly developed various methods of outreach aimed at business, religious, political, and service organizations. (ELCC 4.1e)</td>
<td>The candidate clearly demonstrated the ability to involve families and other stakeholders in school decision making processes. (ELCC 4.1f)</td>
</tr>
<tr>
<td>The candidate partially developed the ability to collaborate with community agencies to integrate health, social, and other services. (ELCC 4.1g)</td>
<td>The candidate clearly demonstrated the ability to collaborate with community agencies to integrate health, social, and other services. (ELCC 4.1g)</td>
<td>The candidate clearly developed a comprehensive program of community relations and demonstrates the ability to work with the media. (ELCC 4.1h)</td>
</tr>
<tr>
<td>The candidate did not demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential</td>
<td>The candidate partially demonstrated the ability to communicate with members of a school community concerning trends, issues, and potential</td>
<td>The candidate clearly demonstrated the ability to communicate with members of a school community concerning trends, issues, and potential</td>
</tr>
</tbody>
</table>

**Respond to the Larger Context (ELCC 6.2)**

The candidate did not demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential.
<table>
<thead>
<tr>
<th>Changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups. (ELCC 6.2a)</th>
<th>English conventions demonstrate significant problems with sentence structure, grammar, spelling and punctuation.</th>
<th>English conventions demonstrate some problems with sentence structure, grammar, spelling and punctuation.</th>
<th>English conventions demonstrate no major problems with sentence structure, grammar, spelling and punctuation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Point</td>
<td>2 Point</td>
<td>3 Point</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Rubric for Non-ELCC Required Projects</strong></th>
<th><strong>Unacceptable</strong></th>
<th><strong>Approaching Target</strong></th>
<th><strong>Target</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interview Night Project</strong></td>
<td>The candidate did not attend nor take part in the Interview Night proceedings.</td>
<td>The candidate participated in the Interview Night proceedings but did not fulfill all requirements.</td>
<td>The candidate attended the Interview Night proceedings, was prepared to ask relevant questions of the interviewee, conducted a professional interview, and gave the interviewee meaningful feedback.</td>
</tr>
<tr>
<td><strong>Attendance/Tardy Problems</strong></td>
<td>The candidate did not fulfill the assignment of assisting in the office with the disposition of minor student discipline and/or attendance/tardy problems as required.</td>
<td>The candidate partially fulfilled the assignment of assisting in the office with the disposition of minor student discipline and/or attendance/tardy problems as required.</td>
<td>The candidate successfully completed the assignment of assisting in the office with the disposition of minor student discipline and/or attendance/tardy problems as required.</td>
</tr>
<tr>
<td><strong>Closing of the School Year Project</strong></td>
<td>The candidate did not complete a project focused on closing the school year successfully.</td>
<td>The candidate partially worked on a project focused on closing the school year successfully.</td>
<td>The candidate successfully completed a project which focused on closing the school year successfully.</td>
</tr>
<tr>
<td><strong>Shadowing of the Mentor Principal</strong></td>
<td>The candidate did not fulfill the requirement</td>
<td>The candidate partially fulfilled the requirement</td>
<td>The candidate successfully fulfilled the</td>
</tr>
<tr>
<td>Criteria</td>
<td>Unacceptable</td>
<td>Approaching Target</td>
<td>Target</td>
</tr>
<tr>
<td>----------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>The role of the Athletic Director</td>
<td>The candidate did not complete a satisfactory experience to identify and understand the role of the athletic director.</td>
<td>The candidate completed a partially satisfactory experience to identify and understand the role of the athletic director.</td>
<td>The candidate completed a successful experience to identify and understand the role of the athletic director.</td>
</tr>
<tr>
<td>The Middle School – What makes it different?</td>
<td>The candidate did not complete a satisfactory experience to identify and understand the middle school and how it is different from an elementary and high school.</td>
<td>The candidate completed a partially satisfactory experience to identify and understand the middle school and how it is different from an elementary and high school.</td>
<td>The candidate completed a successful experience to identify and understand the middle school and how it is different from an elementary and high school.</td>
</tr>
<tr>
<td>Administrative uses of technology</td>
<td>The candidate did not complete a satisfactory experience to identify and understand administrative uses of technology.</td>
<td>The candidate completed a partially successful experience to identify and understand administrative uses of technology.</td>
<td>The candidate completed a successful experience to identify and understand administrative uses of technology.</td>
</tr>
</tbody>
</table>

**ED 519 Field Experience II/Internship**

**Required ELL (NCATE) Project Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Approaching Target</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the Ohio English Language Proficiency Standards for Limited English Proficient Students</td>
<td>The candidate did not demonstrate that the Ohio English Language Proficiency Standards for Limited English Proficient students were reviewed.</td>
<td>The candidate partially demonstrated that the Ohio English Language Proficiency Standards for Limited English Proficient students were reviewed.</td>
<td>The candidate clearly demonstrated that the Ohio English Language Proficiency Standards for Limited English Proficient students were reviewed.</td>
</tr>
</tbody>
</table>

Score: 6-10 points
<p>| Review the office of civil rights guidelines for implementing and ELL program | The candidate did not demonstrate that the Office of Civil Rights guidelines for implementing an ELL program were reviewed. <strong>0-2 points</strong> | The candidate partially demonstrated that the Office of Civil Rights guidelines for implementing an ELL program were reviewed. <strong>3-8 points</strong> | The candidate clearly demonstrated that the Office of Civil Rights guidelines for implementing an ELL program were reviewed. <strong>9-10 points</strong> |
| Read and review the ELL procedures manual of the school district | The candidate did not demonstrate that the ESL Procedures Manual of the school district was read and reviewed. <strong>0-2 points</strong> | The candidate partially demonstrated that the ESL Procedures Manual of the school district was read and reviewed. <strong>3-8 points</strong> | The candidate clearly demonstrated that the ESL Procedures Manual of the school district was read and reviewed. <strong>9-10 points</strong> |
| Review with the building principal the ELL program in existence in the building in which the candidate is currently employed | The candidate did not demonstrate that the ELL program in existence in the building in which the candidate is currently employed was reviewed with the principal. <strong>0-2 points</strong> | The candidate partially demonstrated that the ELL program in existence in the building in which the candidate is currently employed was reviewed with the principal. <strong>3-8 points</strong> | The candidate clearly demonstrated that the ELL program in existence in the building in which the candidate is currently employed was review with the principal. <strong>9-10 points</strong> |
| If there is no ELL program in the building in which the candidate is currently teaching, review with the principal of a school (This criterion is only graded if there is no ELL program in existence in the school in which the candidate is currently teaching.) | There is no program in the candidate’s school but the candidate did not demonstrate that a review was held with a principal of a school in which there is an ELL program. <strong>0-2 points</strong> | There is no program in the candidate’s school but the candidate only partially demonstrated that a review was held with a principal of a school in which there is an ELL program. <strong>3-8 points</strong> | There is not program in the candidate’s school but the candidate clearly demonstrated that a review was held with a principal of a school in which there is an ELL program. <strong>9-10 points</strong> |
| Interview with ELL teacher assigned to the building concerning the specifics of the ELL program in existence in the building | The candidate did not demonstrate that an interview was held with the ELL teacher or that the specifics of the ELL program in existence in the building were identified. <strong>0-2 points</strong> | The candidate partially demonstrated that an interview was held with the ELL teacher or that the specifics of the ELL program in existence in the building were identified. <strong>3-8 points</strong> | The candidate clearly demonstrated that an interview was held with the ELL teacher and that specifics of the ELL program in existence in the building were identified. <strong>9-10 points</strong> |
| Observe an ELL Classroom | The candidate did not clearly | The candidate partially | The candidate clearly demonstrated |</p>
<table>
<thead>
<tr>
<th><strong>ED 519 Field Experience/Internship</strong></th>
<th><strong>Required NCATE Data Gathering Project</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
<td><strong>Unacceptable (0-1 pts)</strong></td>
</tr>
<tr>
<td>Gather appropriate data</td>
<td>Data gathered is inappropriate or incomplete</td>
</tr>
<tr>
<td>Interpret Data</td>
<td>Data interpretation is inaccurate or not included</td>
</tr>
<tr>
<td>Develop Plan for Improvement</td>
<td>Plan for improvement is not included or is not complete in thought</td>
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</table>
FIELD EXPERIENCE II/INTERNSHIP GRADING PROCEDURES

COOPERATING AND MENTOR PRINCIPAL EVALUATION

Each candidate who participates in ED 519 Field Experience II/Internship will be evaluated by the Cooperating Principal and Mentor Principal on the forms found in the back of this manual. This evaluation will take place at the end of the semester and the form will be placed in the candidate’s file at Ursuline.

The ability to accept responsibility for leading, facilitating, and making decisions typical of those made by a full time administrator will be a significant factor in determining the success of the Field Experience II/Internship candidate.

COLLEGE SUPERVISOR GRADING PROCEDURES

There are a number of factors which are taken into consideration by the College Supervisor when determining the final grade a candidate receives in Field Experience II/Internship. Those factors are as follows:

- The quality of the three ring notebook containing the write-ups and supporting materials for the twenty-nine completed projects is the most important part of the final grade. (Worth 75% of the final grade)

- Successful mastery of the content of the material presented in the class session is considered. This includes participation in the class activities, discussions, and simulations. It also means completing all of the required paper work connected with the classroom sessions. (Worth 5% of the final grade)

- Successful completion of the responsibilities of the FE II/Internship class:
  - Development of a positive relationship with the Cooperating Principal.
  - Shadowing the Mentor Principal for the equivalent of two school days.
  - Completing the course summary form and placing it in the three ring binder.
  - Completing a self evaluation at the end of the course and placing it in the three ring binder.
  - Assuring that the Cooperating Principal completes an evaluation of the candidate and placing it in the three ring binder.
  - Assuring that the Mentor Principal completes an evaluation of the candidate and placing it in the three ring binder.
  - Effectively communicating with the College Supervisor.
  - Hosting a site visit for the College Supervisor.
  - Cooperating with the personnel at the field experience site.
  - Turning in projects according to the due dates. (Worth 15% of the final grade)

- Attendance and promptness at class sessions and other appointments throughout the Field Experience II/Internship are considered. (Worth 5% of the final grade)

AN EXEMPLARY NOTEBOOK (A, A-)

- All twenty-nine projects are satisfactorily completed with Level III and Level IV activities.
• 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.
• Section Eight write-ups clearly tied content knowledge learned in the courses of the Educational Administration program to the project being completed.
• Supporting material is presented to validate 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.
• A summary of the shadowing experience with the Mentor Principal is part of the three ring notebook.
• The three ring notebook is turned in on time.
• The candidate’s self evaluation is enclosed.
• The Cooperating Principal evaluation is included in the binder.
• The Mentor Principal evaluation is included in the binder.
• The College Supervisor was hosted for a school visit.

A SATISFACTORY NOTEBOOK (B+, B, B-)
• All twenty-nine projects are complete.
• The three ring notebook is turned in on time.
• Not all project deadlines are met, but most are.
• The required information in included in each project write-up.
• Most ideas in the write-ups 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.
• Section Eight write-ups do not clearly tie content knowledge learned in the courses of the Educational Administration program to the project.
• There is some 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 may or may not be neat looking.
• The three ring notebook may or may not be well organized.
• Individual write-ups are enclosed in plastic holders.
• The required summary sheet may or may not be enclosed in the notebook.
• The candidate’s self evaluation in enclosed in the three ring notebook.
• The evaluation of the Cooperating Principal is enclosed in the notebook.
• The evaluation of the Mentor 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 twenty-nine projects do not meet the criteria of Field Experience II/Internship.
• All required information is 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 write-ups do not clearly spell out what the candidate learned about being a principal from the project.
• There is no connection made between content knowledge learned in the other courses in the Educational Administration Program and 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 lacking.
• Unsupported generalizations are made.
• Conclusions are drawn in the absence of supporting facts.
• Discussion of implications for practice is either meager or lacking completely.
• Required summary sheet of work completed is not provided or 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 not provided.
• * The evaluation of the Mentor Principal either indicates a problem or is not provided.
• 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 LEVEL III or LEVEL IV.
• 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 problem or crisis.
• The candidate applies for and is granted permission of the Dean of Graduate Studies to receive a grade of Incomplete.

**Importance of Section Seven and Eight Write-ups**

The Section Seven and Section Eight write-ups of each project are the most critical in determining the worthiness of the project.

In Section Seven, the candidate is expected to spell out in detail exactly what he or she did to complete the project. This section of the write-up must clearly explain what was accomplished and in what sequence. **CLARITY** is a key word in the evaluation of Section Seven write up. Can the reader tell from the write up what took place, who was involved, who did what, and at what time?

Section Eight is the portion of the project write-up which describes the candidate’s reflection on what was learned about being a principal from completing the project. What was learned about being a principal from completion this project? Here also, **CLARITY** of expression is critical.

Section Eight also requires the writer to show the relationship of the content knowledge learned in the other courses in the Ursuline program to the particular project being described. In other words, what information and insights did the writer learn in prior course work which allowed the project to be accomplished successfully.

It should be noted that the written section for Section Eight is divided into two parts. The first part asks the writer to describe what was learned about being a principal from completing this project. The second part asks the writer to spell out what prior content knowledge was used to complete the project.

**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**

The textbooks for FEII/Internship are:

*10 Traits of Highly Effective Principals* by Elaine K. McEwan (Corwin Press)
*What Great Principals Do Differently* by Todd Whitaker (Eye on Education).

**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 – PART ONE – What I learned about being a principal from completing 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.

So, I learned that the evaluation process can be helpful to the classroom teacher if a trustworthy, common sense approach is utilized. I learned from this experience that catching the teacher doing good things and
reinforcing those good things really can make a difference to the teacher. Most teachers do an excellent job in the classroom. Identifying good things that take place is the kind of positive reinforcement that works. And, teacher do listen to and accept relevant suggestions from an evaluator whom they trust.

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.

**PART TWO – What content knowledge learned in other Ursuline courses assisted me in completing this project.**
The course which assisted me the most in completing this project was Supervision of Instruction. The information presented in the course made me well aware of the fact that many teachers become extremely nervous whenever anyone observes their teaching. Therefore, I knew right from the beginning that the more position the relationship I was able to develop with the teacher, the better the chances of the experience would be helpful to the teacher.

The pre-conference the day of the observation, observation, and then holding a follow up conference the day after all worked well as we were told in the Supervision class. Being well prepared, listening, taking good notes, and trying to identify effective teaching strategies provided a formula which worked well.

The Supervision class reinforced the idea that teachers like to reads narrative comments rather than just looking through a check list. This BIG IDEA also proved to be extremely valuable in completing this project.

Teaching is the hardest job there is. Supervision emphasized that fact. This project reinforced for me that a teacher who really cares about kids, who believes that all kids can learn, who is willing to spend the time preparing meaningful lessons, who gives assignments back in a timely manner with meaningful comments can and does make a huge differences in the lives of kids. It is my responsibility as the administrator to make certain the that teacher knows that she or he is making a difference in the lives of students.
Alternative Experience I

There are times when a candidate obtains one of the three possible licenses offered by the State of Ohio. The candidate then takes a position in a school in the grade level of the license. However, after a year or so, the school or school district in which the candidate is employed transfers the administrator to a different grade level building. The administrator is told to obtain a license for the new grade level.

Rather than re-taking the entire FEII/Internship course, such a candidate may choose the Alternative Experience described below.

Alternative Experience I
This course will be called FEII/Internship Alternative. It will be ED 519A.

The candidate will meet with the college supervisor prior to the opening date of the FEII/Internship course. The purpose of this meeting will be to accomplish the following:
- Identify the licensure needs of the candidate.
- Assure that the teaching license of the candidate meets the requirements of the Ohio Department of Education for obtaining the administrative license.
- Identify a meaningful listing of activities to be completed during ED 519A course.
- Identify a school site where the alternative work will be completed.
- Identify a Cooperating Principal who will oversee the activities of the candidate at the school site.
- Identify an appropriate Mentor Principal.
- Identify a date when the college supervisor will visit the candidate as he/she completes the experience in the new licensure area.

In this Field Experience II/Internship Alternative course, the candidate must complete 50 hours of work/experience/shadowing in a school which matches that additional licensure the candidate is attempting to obtain.

The college supervisor will assist in identifying a proper school site in which these activities will take place. The principal of this proper school site will work closely with the candidate in identifying and completing appropriate tasks. The principal of this proper school site should be a graduate of the Ursuline College Educational Administration Program.

In completing the 50 hour requirement, the candidate might complete any or all of the following:
- Complete projects similar to those completed in the regular FE II/Internship course.
- Shadow the administrator or administrators in the school which matches the additional license the candidate is attempting to obtain.
- Participate in activities which will help make the candidate aware of the differences between the type of school of the second license and the grade level of the school of the initial license.
- Observe activities which take place in the school whose grades match the license the candidate is attempting to obtain.

The candidate will write-up the 50 hour experience as follows:
1. I completed the 50 hour requirement by accomplishing the following:
   (This section must be completed in detail and spell out how each of the 50 hours was spent.)
2. The BIG IDEAS learned from this 50 hour experience are:

3. After completing this additional experience, I believe I need to obtain on my own time the following knowledge/experience in the identified areas:

The candidate who participates in the alternative experience in order to obtain an additional license will not be required to attend the regularly scheduled ED 519 FE II/Internship class sessions. However, the candidate must meet periodically with the college supervisor to assess the success of this alternative program. The college supervisor will schedule these periodic sessions.

ED 519A will be offered as a one credit hour course.

**Alternative Experience II**

It is not unusual that a candidate is appointed to an administrative position before that person has earned a license or taken Field Experience II/Internship. Since such a candidate is already performing administrative tasks and duties on a regular basis as part of the job, completing the twenty-nine project, 216 hour requirement may not be a relevant experience. Therefore, such a candidate may select to participate in Field Experience II/Internship Alternative 2.

Alternative 2 includes the following requirements:

- The candidate must have a Cooperating Principal.
- The candidate must work with a Mentor Principal who will be identified and approved by the college supervisor. Two full days of shadowing are required.
- The college supervisor must complete an on-site visit sometime during the semester.
- The candidate is responsible for the content of the FE II/Internship class sessions.
- The textbook for this alternative program is *What Great Principals Do Differently* by Todd Whitaker. (Eye of Education Publication).
- The candidate must analyze his/her current job and spell out in detail everything he/she is responsible for under each of the eight areas of administration. This will also be done concerning those tasks for which the candidate is responsible in the area of the CLOSING OF THE SCHOOL YEAR.
- After reflecting on the job responsibilities in each of the eight areas of administration, the candidate will complete and assessment of his/her current strengths and areas of weakness in each of the eight areas. In addition, the candidate will complete a similar assessment of skills, concerning the closing of the school year.
- Based on this reflection, the candidate will set an activity goal in each of the eight areas. The purpose of this goal will be to enhance the candidate’s overall knowledge and skill in that area. (More than one goal may be set if the candidate has limited skills in the area and the job description does not require adequate learning activities.)
- The candidate must also complete the following required projects: The ELL (English Language Learners) project required by NCATE, The strategic planning project required by ELCC, the staffing plan project required by ELCC, the school and community partnership project required by ELCC, the school and community project required by ELCC, the Interview Night project, the Mentor shadowing project, and the data collection and analysis project.
- Each candidate must attend all of the MANDATORY class sessions. The candidate may also attend any other OPTIONAL session. All ARRANGE TOUR OWN SESSION responsibilities
Must be completed.

- Each candidate will visit/shadow a Mentor Principal for the equivalent of two full school days. This shadowing experience must be written up in a reflective manner.
- The completion of the activity goal for each of the eight areas and the required projects will be summarized in a manner similar to the regular FE II/Internship project write-ups.
- At the end of the semester, the candidate will write an overall summary of the BIG IDEAS learned on the job and through the activity goals completed from January through June.
- At the end of the semester, the candidate will write a summary of the BIG IDEAS learned about the closing of the school year.

Ursuline College
Educational Administration
ISLLC Standards for School Leaders

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.

Standard 2

A school administrator is an educator who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to learning and staff professional growth.

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.

Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

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.

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.
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 an 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 II/Internship 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 you 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) plus What I learned from this experience about being a principal and What prior content knowledge did I used to complete this project” (#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 candidates 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 mkan@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 II/Internship 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.

Please remember that for many of you this course will be your last course before actually stepping into the role of a school administrator. The expectations of a school administrator in 2008 are significant and getting more difficult as each day goes by. Therefore, the expectations of your performance in this class are equally high. You are expected to perform top quality projects and also to produce top quality write-ups.
SAMPLE PROJECTS CANDIDATES IN PRIOR YEARS OF FIELD EXPERIENCE
II/INTERNSHIP SUCCESSFULLY COMPLETED

Philosophy
- Plan a meeting or series of meetings where the vision of the school is communicated to staff, parents, and/or students.
- Facilitate a meeting or series of meetings where the vision of the school is communicated to staff, parents, and/or students

School-Community Relations
- Meet with a community group to assist in the understanding of the school vision.
- Facilitate a session in which the symbols, ceremonies, stories, and/or other traditions of the school are demonstrated.
- Facilitate a parent breakfast of a key communicator breakfast.

Educational Leadership
- Plan the management of a major school function.
- Gather data in order to make an important school decision.
- Manage a major school function in which attention is given to equity, effectiveness, and/or efficiency.
- After gathering appropriate data, lead a group of people in making a consensus decision.

Curriculum & Instruction
- Plan a meeting for the faculty in which effective instruction is discussed and/or demonstrated.
- Facilitate a meeting for the faculty in which effective instruction is discussed and/or demonstrated.
- Facilitate a textbook selection committee.
- Champion a curriculum cause of project which will increase the chances of success of all students or a particular group of students in need.

Staff Personnel
- Assist in planning an interview process for a prospective employee taking into account confidentiality and assuring honest interaction.
- Participate in the hiring of a new employee.
- Write an issue of the faculty Monday Morning Bulletin or monthly parent newsletter.

Pupil Personnel Services
- Organize a meeting where faculty discuss the diversity of learners and their needs.
- Plan a report to be given to a community group concerning special education services offered.
- Facilitate a meeting where faculty discuss the diversity of learners and their needs.
- Actively participate in an IEP meeting or a session of the building I.A.T.

School Law
- Participate in writing an IEP.
- Interact with a political action group in an attempt to improve educational and social opportunities for students.
- Facilitate a meeting with pupil personnel services workers and parent to assist with the learning problems of the student.

School Finance
- Speak at a meeting in which the economic factors impacting the school are discussed.
FORMS

Some forms are multiple pages so please go to the end of form notification to be sure you have all the pages.
STUDENT NAME:
FIELD EXPERIENCE SITE:
FIELD EXPERIENCE II COOPERATING PRINCIPAL:

1. DESCRIPTIVE TITLE OF THE EXPERIENCE (IDENTIFY WHICH OF THE EIGHT AREAS):
2. SUB AREA(S) / SPECIFIC OBJECTIVE (S):
3. LEVEL OF EXPERIENCE (3) (4) (COMBINATION) (CIRCLE APPROPRIATE AREA)
4. DATES OF PROJECT:
5. TOTAL NUMBER OF HOURS OF PROJECT:
6. PERSONS WORKED WITH DURING THIS PARTICULAR PROJECT AND THEIR TITLES:
7. SUMMARY OF EXPERIENCE (***** CRITICAL SECTION*****)(PRESENT IN DETAIL WHAT YOU DID, STEP BY STEP, TO COMPLETE THIS PROJECT.)

8. INSIGHTS GAINED FROM THIS EXPERIENCE (*****CRITICAL SECTION*****)
SECTION A. (WHAT YOU LEARNED ABOUT BEING A PRINCIPAL FROM COMPLETING THIS PROJECT):

SECTION B (WHAT CONTENT KNOWLEDGE FROM THE OTHER SIXTEEN COURSES TAKEN IN THE URSLINE PROGRAM ASSISTED YOU IN SUCCESSFULLY COMPLETING THIS PROJECT):

9. QUESTIONS, COMMENTS, OR TOPICS NEEDING FURTHER INVESTIGATION:

10. ADDITIONAL COMMENTS:

______________________________
Signature of Cooperating Principal

______________________________
Date

END OF FORM
Please circle the indicator that you believe most accurately describes you in relation to the ELCC 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
2. A school vision of high standards of learning
3. Continuous school improvement
4. The inclusion of all members of the school community
5. Ensuring that students have the knowledge, skills, and values needed to become successful adults
6. A willingness to continuously examine one’s own assumptions, beliefs, and practices
7. Doing the work required for high levels of personal and organizational performance

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

**Standard 3: Management and Operations**

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

1. Making management decision to enhance learning and teaching
2. Taking risks to improve schools
3. Trusting people and their judgments
4. Accepting responsibility
5. High quality standards, expectations, and performances
6. Involving stakeholders in management processes
7. A safe environment
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 ___________________________________________________________

HOME ADDRESS ______________________________________________________

________________________________________________________________________ ZIP ______

HOME TELEPHONE ______-____-___________________________________________

SCHOOL NAME __________________________________________________________

SCHOOL ADDRESS _______________________________________________________

________________________________________________________________________ ZIP _____

SCHOOL TELEPHONE NUMBER ______-____-_______________________________

EMAIL ADDRESS ______________________________________________________

NAME OF COOPERATING PRINCIPAL ________________________________

NAME OF MENTOR PRINCIPAL ________________________________

NAME YOU WOULD LIKE TO BE CALLED IN THIS CLASS?

__________________________

WHAT COURSE(S) WOULD YOU LIKE URSULINE TO OFFER IN SUMMER 2012?

________________________________________________________________________

VALUES VOICE VISION

THE REFLECTIVE LEARNER

PROFESSIONALISM    DEMOCRATIC LIVING
SOCIAL JUSTICE    SPIRITUALITY

END OF FORM
Candidate Name:

Cooperating Principal Name:

### Section I (Quality of Work)

<table>
<thead>
<tr>
<th>Did Not Meet Expectations 0-1</th>
<th>Met Expectations 2-3</th>
<th>Exceeded Expectations 4-5</th>
<th>Score</th>
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</thead>
</table>

Please rate the candidate on a scale of 1-5 with 1 low and 5 high. Please Rate the Quality of the Candidate’s work in completing the thirty-two administrative projects this semester at your school.

#### How do you rate this candidate’s ability to create positive relationships with others during the experience this past semester?

#### How do you rate this candidate’s focus on student learning – to the belief that all students can learn?

#### How do you rate this candidate’s knowledge of the field of Educational Administration?

### Section II (Individual Skills)

Please check the box to rate the candidate in the following areas (1 low to 10 high):

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<td><strong>Promoting a Positive School Culture (ELCC 2.1)</strong></td>
<td>The candidate did not display skills necessary to assess school culture using multiple methods and the skills necessary to implement context-appropriate strategies that capitalize on the diversity of the school community to improve school programs and culture.</td>
<td>The candidate displayed some skills necessary to assess school culture using multiple methods and the skills necessary to implement context-appropriate strategies that capitalize on the diversity of the school community to improve school programs and culture.</td>
<td>The candidate clearly displayed the skills necessary to assess school culture using multiple methods and the skills necessary to implement context-appropriate strategies that capitalize on the diversity of the school community to improve school programs and culture.</td>
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<td><strong>Manage The Operations (ELCC 3.2a)</strong></td>
<td>The candidate did not display the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.</td>
<td>The candidate displayed some ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.</td>
<td>The candidate clearly displayed the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessments, research based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.</td>
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<td><strong>Manage the Operations (ELCC 3.2b)</strong></td>
<td>The candidate did not display the ability to communicate plans for staff that included opportunities for staff to develop their family and collaboration skills.</td>
<td>The candidate displayed some ability to communicate plans for staff that included opportunities for staff to develop their family and collaboration skills.</td>
<td>The candidate clearly displayed the ability to communicate plans for staff that included opportunities to develop their family and collaboration skills.</td>
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<td><strong>Manage the Operations (ELCC 3.2c)</strong></td>
<td>The candidate did not display the ability to apply legal principles to promote educational equity and provide a</td>
<td>The candidate displayed some ability to apply legal principles to promote educational equity and provide a</td>
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<td>Collaborate with Families and Other Community Members (ELCC 4.1a)</td>
<td>The candidate did not demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.</td>
<td>The candidate demonstrated some ability to bring together the resources of family members and the community to positively affect student learning.</td>
<td>The candidate clearly demonstrated the ability to bring together the resources of family members and the community to positively affect student learning.</td>
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<td>Collaborate with Families and Other Community Members (ELCC 4.1b)</td>
<td>The candidate did not demonstrate an ability to involve families in the education of their children based on the belief that families have the best interest of their children in mind.</td>
<td>The candidate demonstrated some ability to involve families in the education of their children based on the belief that families have the best interest of their children in mind.</td>
<td>The candidate clearly demonstrated the ability to involve families in the education of their children based on the belief that families have the best interest of their children in mind.</td>
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<td>Collaborate with Families and Other Community Members (ELCC 4.1c)</td>
<td>The candidate did not demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.</td>
<td>The candidate demonstrated some ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.</td>
<td>The candidate clearly demonstrated the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.</td>
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<td>Collaborate with Families and Other Community Members (ELCC 4.1d)</td>
<td>The candidate did not demonstrate an ability to apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.</td>
<td>The candidate demonstrated some ability to apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.</td>
<td>The candidate clearly demonstrated an ability to apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.</td>
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<td>Collaborate with Families and Other Community Members (ELCC 4.1e)</td>
<td>The candidate did not display the ability to develop various methods of outreach aimed at business, religious, political, and service organizations.</td>
<td>The candidate partially displayed the ability to develop various methods of outreach aimed at business, religious, political, and service organizations.</td>
<td>The candidate clearly displayed the ability to develop various methods of outreach aimed at business, religious, political, and service organizations.</td>
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<td>Collaborate with Families and Other Community Members (ELCC 4.1f)</td>
<td>The candidate did not demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are in integral part of the larger community.</td>
<td>0-6</td>
<td>The candidate partially demonstrated the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are in integral part of the larger community.</td>
<td>7-8</td>
<td>The candidate clearly demonstrated the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are in integral part of the larger community.</td>
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<td>Collaborate with Families and Other Community Members (ELCC 4.1g)</td>
<td>The candidate did not show an ability to collaborate with community agencies to integrate health, social, and other services.</td>
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<td>The candidate showed some ability to collaborate with community agencies to integrate health, social, and other services.</td>
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<td>The candidate clearly showed the ability to collaborate with community agencies to integrate health, social, and other services.</td>
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<td>Collaborate with Families and Other Community Members (ELCC 4.1h)</td>
<td>The candidate did not show an ability to develop a comprehensive program of community relations.</td>
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<td>The candidate clearly showed the ability to develop a comprehensive program of community relations.</td>
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<td>Acts With Integrity (ELCC 5.1)</td>
<td>The candidate did not demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.</td>
<td>0-6</td>
<td>The candidate showed some respect for the rights of others with regard to confidentiality and dignity and engaged in honest interactions.</td>
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<td>The candidate clearly demonstrated respect for the rights of others with regard to confidentiality and dignity and engaged in honest interactions.</td>
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<td>Acts Fairly (ELCC 5.2)</td>
<td>The candidate did not demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.</td>
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<td>The candidate demonstrated some ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.</td>
<td>7-8</td>
<td>The candidate clearly demonstrated the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.</td>
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<td>Acts Fairly (ELCC 5.3)</td>
<td>The candidate did not make and explain decisions based upon ethical and legal principles.</td>
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<td>The candidate clearly demonstrated the ability to make and explain decisions based upon ethical and legal principles.</td>
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<td>Understanding the Larger Context (ELCC 6.1a)</td>
<td>The candidate did not act as an informed consumer of educational theory and concepts appropriate to a school context and did not demonstrate the ability to apply appropriate research methods to a school context.</td>
<td>The candidate partially acted as an informed consumer of educational theory and concepts appropriate to a school context and partially demonstrated the ability to apply appropriate research methods of a school context.</td>
<td>The candidate clearly acted as an informed consumer of educational theory and concepts appropriate to a school context and clearly demonstrated the ability to apply appropriate research methods to a school context.</td>
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<td>Understanding the Larger Context (ELCC 6.1b)</td>
<td>The candidate did not demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in the school.</td>
<td>The candidate partially demonstrated the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in the school.</td>
<td>The candidate clearly demonstrated the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in the school.</td>
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<td>Understanding the Larger Context (ELCC 6.1c)</td>
<td>The candidate did not demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.</td>
<td>The candidate partially demonstrated the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.</td>
<td>The candidate clearly demonstrated the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.</td>
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<td>Understanding the Larger Context (ELCC 6.1d)</td>
<td>The candidate did not demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.</td>
<td>The candidate partially demonstrated an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.</td>
<td>The candidate clearly demonstrated an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.</td>
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<td>Understanding the Larger Context (ELCC 6.1e)</td>
<td>The candidate did not demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on the local schools.</td>
<td>The candidate partially demonstrated the ability to describe the economic factors shaping a local community and the effects economic factors have on the local schools.</td>
<td>The candidate clearly demonstrated the ability to describe the economic factors shaping a local community and the effects economic factors have on the local schools.</td>
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<td>Understanding the Larger Context (ELCC 6.1f)</td>
<td>The candidate did not demonstrate the ability to analyze and describe the cultural diversity in the</td>
<td>The candidate partially demonstrated the ability to analyze and describe the cultural diversity in</td>
<td>The candidate clearly demonstrated the ability to analyze and describe the cultural diversity and</td>
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<td>Understanding the Larger Context (ELCC 6.1g)</td>
<td>The candidate did not demonstrate the ability to explain various theories of change and conflict resolution.</td>
<td>The candidate partially demonstrated the ability to explain various theories of change and conflict resolution.</td>
<td>The candidate clearly demonstrated the ability to explain various theories of change and conflict resolution.</td>
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<td>Understanding the Larger Context (ELCC 6.1g)</td>
<td>The candidate did not demonstrate the ability to use different change and conflict resolution theories and apply them to specific communities.</td>
<td>The candidate partially demonstrated the ability to use different change and conflict resolution theories and apply them to specific communities.</td>
<td>The candidate clearly demonstrated the ability to use different change and conflict resolution theories and apply them to specific communities.</td>
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<td>Influencing the Larger Context (ELCC 6.3a)</td>
<td>The candidate did not demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.</td>
<td>The candidate partially demonstrated the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.</td>
<td>The candidate clearly demonstrated the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.</td>
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<td>Influencing the Larger Context (ELCC 6.3b)</td>
<td>The candidate did not demonstrate the ability to apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.</td>
<td>The candidate partially demonstrated the ability to apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.</td>
<td>The candidate clearly demonstrated the ability to apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.</td>
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<td>Influencing the Larger Context (ELCC 6.3c)</td>
<td>The candidate did not demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of the socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</td>
<td>The candidate partially demonstrated the ability to advocate for policies and program that promote equitable learning opportunities and success for all students, regardless of the socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</td>
<td>The candidate clearly demonstrated the ability to advocate for policies and program that promote equitable learning opportunities and success for all students, regardless of the socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</td>
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SECTION IV

What do you assess as this candidate’s major strengths as a potential school administrator?
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What do you assess as the areas this candidate needs to work on most in your remaining course work at Ursuline?
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Other Comments:
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Signature of Cooperating Principal:_________________________________________
Date:_______________________________

Please return this form to your intern

END OF FORM
**Ursuline College**  
**Educational Administration**  
**Field Experience II/Internship Project Record**  
**Spring 2012**

Name of Candidate: ________________________________________________________________

<table>
<thead>
<tr>
<th>Area</th>
<th>Hours #1</th>
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<th>Hours #3</th>
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<td>Pupil Personnel Services</td>
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Grand Total: ________

Mentor Principal Shadow Visits:

College Supervisor Visit:

Book Critique:

Class Session Requirements:  1  2  3  4  5  6  7  8  9  10  11  12  13

**END OF FORM**
Prior Learning Experience

This form must be completed for each topic for which you had prior expertise and therefore did not attend class.

Name:________________________________________________

Topic:________________________________________________

Description of prior expertise:

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END OF FORM
Ursuline College
Educational Administration
Field Experience II/Internship ED 519
Mentor Principal Evaluation – Spring 2012

Name of Field Experience II/Internship Student: ________________________________

Name of Mentor Principal: ________________________________________________

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 care about other people?
   _____ 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. What strengths to you assess as this candidate’s major strengths as a potential administrator?
  _____________________________________________________________________________________
   _______________________________________________________________________________________
   _______________________________________________________________________________________
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7. What do you assess as the areas this candidate needs to work on most in remaining course work at Ursuline College?
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Other Comments:_____________________________________________________________________  
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Signature of Mentor Principal:___________________________________________________________

Date:_____________________________________

Please return this form to YOUR INTERN or to:
Martin M. Kane
Ursuline College
2550 Lander Road
Pepper Pike, Ohio 44124
Fax: 440-646-8328
mkane@ursuline.edu

END OF FORM
Name:________________________________________________________________________

Name of Cooperating Principal:__________________________________________________

Name of School Site:____________________________________________________________

1. Please rate the quality of your work in completing the thirty-two administrative projects this semester at your school.
   _____ 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 commitment to the belief that all kids can learn?
   _____ Exceeded Expectations (5)
   _____ Met Expectations (3)
   _____ Did Not Meet Expectations (1)
   Comments:
4. Please rate your abilities 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 make decisions
___ Ability to facilitate a group
___ Ability to resolve conflict
___ Ability to be trustworthy
___ Follows adopted school policies
___ Understands diversity
___ Uses technology effectively
___ Ability to treat others with dignity and respect
___ Ability to examine own assumptions, beliefs, and practices
___ Possesses a clear vision of his/her ideal school
___ Walks to talk – is an effective model for others
___ Collaborates with others
___ Presents an appropriate sense of humor
___ Possesses a strong self image
___ Understands her/his strengths and shortcomings

END OF FORM
The site visitation by the college supervision is an important part of your 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.

Hopefully the visit with your college supervisor will last no longer than one and a half hours.
If you have questions, please call Martin M. Kane at 440-646-8148. See you soon!

**END OF FORM**
COURSE DESCRIPTION
This field experience practicum/internship is designed to provide the candidate with on-the-job administrative experience that will help to prepare her/him for the role of the school principal. The challenge of this course is for the intern to apply all of the content knowledge and understanding learned in the educational administration program and relate it to the real world of practice in a school setting. Educational administration is an applied field that is partially learned by experiencing the myriad of responsibilities, tasks, and activities that come with the role of the principal. Also, in Field Experience II/Internship special emphasis is placed on exposing the candidate to typical closing of school activities which are associated with the end of the school year.

INSTRUCTIONAL OBJECTIVES:

KNOWLEDGE
The candidate will have knowledge and understanding of:
1. The candidate understands school culture. (ELCC 2.1) (OSP 4.1)
2. The candidate demonstrates the ability to facilitate activities that apply principles of effective instruction. (ELCC 2.2) (OSP 2.2)
3. The candidate understands effective decision making strategies. (ELCC 3.1, ELCC 7.1) (OSP 3.4)
4. The candidate applies appropriate models and principles of organization development and management. (ELCC 3.1) (OSP 3.4)
5. The candidate understands the ability to manage time effectively. (ELCC 3.1)
6. The candidate understands how to involve faculty and staff in conducting operations and setting priorities. (ELCC 3.2, ELCC 7.3) (OSP 4.1)
7. The candidate understands effective communications. (ELCC 3.2) (OSP 2.1)
8. The candidate understands principles and issues relating to school safety and security. (ELCC 3.2) (OSP 3.1)
9. The candidate understands emerging issues and trends that potentially impact the school community. (ELCC 4.1) (OSP 5.1)
10. The candidate understands how to involve families and other stakeholders in school processes. (ELCC 4.1) (OSP 5.2)
11. The candidates understands students with special and exceptional needs. (ELCC 4.2) (OSP 2.3)
12. The candidate understands the importance of respecting the rights of everyone. (ELCC 5.1)
13. The candidates understands the importance of acting fairly in the school. (ELCC 5.2) (OSP 3.5)
14. The candidate can explain decisions based upon ethical and legal principles. (ELCC 5.3) (OSP 3.5)
15. The candidate understands policies, laws, and regulations in effect in the school. (ELCC 6.1) (OSP 3.5)
16. The candidate understands the value of communicating with all members of the school community. (ELCC 6.2) (OSP 5.1)
17. The candidate understands the larger political, social, economic, legal, and cultural context of the school. (ELCC 6.3) (OSP 5.1)
18. The candidate understands the necessity of involving staff, students, parents, and community leaders in appropriate activities in the school. (ELCC 7.1) (OSP 4.2)
19. The candidate has appropriate knowledge of all of the ELCC standards. (ELCC 7.3)

DISPOSITIONS

The candidate believes in, values, and is committed to:
1. The candidate believes in the value of involving all school stakeholders in the development, articulation, implementation, and stewardship of a school vision. (ELCC 1.5) (OSP 1.1)
2. The candidate believes in the power of developing positive relationships within the school setting. (ELCC 2.1) (OSP 1.1)
3. The candidate believes in the value of a functioning student activities program which supports positive school climate. (ELCC 2.1)
4. The candidates believes that all students can learn. (ELCC 2.2) (OSP 1.1)
5. The candidate believes that student learning is the fundamental purpose of schooling. (ELCC 2.2)
6. The candidate believes that professional development is an integral part of school improvement. (ELCC 2.4) (OSP 2.6)
7. The candidate believes in the power of effective time management. (ELCC 3.1)
8. The candidate believes in the necessity of developing and implementing effective communications plans with all stakeholders in the school and community. (ELCC 3.2)(ELCC 6.2)
9. The candidate believes that bringing families and school personnel together positively affects student learning. (ELCC 4.1) (OSP 5.1)
10. The candidate believes in involving stakeholders in management processes. (ELCC 4.1) (OSP 3.4)
11. The candidate believes in the ideal of the common good. (ELCC 5.1)
12. The candidate believes in the rights of each student with regard to confidentiality and dignity. (ELCC 5.1)
13. The candidate believes in behaving in an ethical manner day in and day out. (ELCC 5.2) (ELCC 5.3) ((OSP 3.5)
14. The candidate believes in the professional code of ethics. (ELCC 5.3) (OSP 3.5)
15. The candidate believes in the power of the larger political, social, economic, legal, and cultural context to benefit students and their families. (ELCC 6.2)(ELCC 6.3) (OSP 5.1)
16. The candidate believes education is the key to opportunity and social mobility. (ELCC 6.2)
17. The candidate believes in the importance of continuing dialogue with other decision makers affecting education. (ELCC 6.3) (OSP 5.2)
18. The candidate believes that an effective school administrator is able to apply the skills and knowledge of educational administration. (ELCC 7.3)

PERFORMANCES

The candidate facilitates processes and engages in activities ensuing that:
1. The candidate models the core beliefs of the vision of the school. (ELCC1.5) (OSP 1.1)
2. The candidate communicates progress toward accomplishing the vision to stakeholders. (ELCC 1.5) (OSP 1.1)
3. The candidate works to improve and maintain a positive school culture and climate. (ELCC 2.1) (OSP 2.2)
4. The candidates works to assure all students and staff feel valued and important. (ELCC 2.1) (OSP 3.2)
5. The candidate acknowledges the responsibilities and contributions of each individual in the school setting. (ELCC 2.1)
6. The candidate demonstrates the ability to facilitate and engage in activities that use best practice and sound educational research. (ELCC 2.2) (OSP 2.2)
7. The candidate demonstrates the ability to assist school personnel in understanding and applying best practices for student learning. (ELCC 2.3) (OSP 2.2)
8. The candidate demonstrates the ability to manage aspects of the school operation assigned through projects in the field experience program. (ELCC 3.1)
9. The candidate demonstrates the ability to manage time effectively. (ELCC 3.1)
10. The candidate demonstrates effective decision making and problem solving skills. (ELCC 3.3) (OSP 1.4)
11. A safe, clear, and aesthetically pleasing school environment is maintained. (ELCC 3.3) (OSP 3.1)
12. The candidate demonstrates the ability to involve families if the education of their children. (ELCC 4.1) (OSP 5.2)
13. The candidate demonstrates the ability to effectively communicate with families. (ELCC 4.1) (OSP 5.2)
14. The candidate demonstrates active involvement within the community. (ELCC 4.2) (OSP 5.3)
15. High visibility, active involvement, and communication with the larger community is a priority. (ELCC 4.2) (OSP 5.1)
16. The candidate provides leadership to programs serving students with special and exceptional needs. (ELCC 4.2) (OSP 2.3)
17. The candidate demonstrates a respect for the rights of others with regard to confidentiality and dignity. (ELCC 5.1)
18. The candidate serves as a role model. (ELCC 5.1) (3.5)
19. All individuals are treated with fairness, dignity, and respect. (ELCC 5.1) (OSP 3.5)
20. The candidate demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. (ELCC 5.2)
21. The candidate makes and explains decisions based upon ethical and legal principles. (ELCC 5.3)(OSP 5.4)
22. The candidate applies laws and legal procedures fairly, wisely, and considerately. (ELCC 5.3) (OPS 3.5)
23. The candidate demonstrates the ability to communicate with members of the school community concerning trends, issues, and potential changes. (ELCC 6.2)
24. The candidate advocates for policies and programs that promote equitable learning opportunities and success for all students. (ELCC 6.3) (OSP 1.4)
25. The candidate applies skills and knowledge learned in all of the educational administration courses in the Ursuline program to the activities of the field experience course. (ELCC 7.3) (OSP 1.4)

**INSTRUCTIONAL PROCEDURES**
Each student will complete twenty-nine projects different areas of educational administration equal to a minimum of 216 hours in a school under the direction of a licensed cooperating principal. Each student will also visit and shadow a mentor principal for the equivalent of two full school days.
Class sessions will consist of lecture, discussion, guest presentations, school visits, sharing sessions, case studies, situational analyses, and role playing.

There is no final exam in this course. All necessary information concerning this class can be found in the FIELD EXPERIENCE II/INTERNSHIP COURSE MANUAL.

Completed projects will be due on each of the following dates:
- February 1 (4 projects)
- February 8 or 15 (4 projects)
- March 7 (2 projects)
- March 21 (2 projects)
- April 4 (4 projects)
- April 18 (4 projects)
- May 16 (4 projects)
- May 30 (2 projects)

ALL TWENTY-NINE PROJECTS DUE IN A THREE RING NOTEBOOK – JUNE 13, 2012

INSTRUCTIONAL RESOURCES
Each student will have access to a cooperating principal, a mentor principal, and the college supervisor. The college supervisor will visit the school of each student enrolled in the class. Appropriate reading assignments and materials will be presented by the college supervisor.

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 me as soon as possible to discuss your situation and possible needs. Effective and timely communications will allow us to work with Ursuline College Learning Center, if necessary, to arrange for appropriate accommodations.

COURSE TEXTBOOKS
10 Traits of Highly Effective Principals by Elaine K. McEwan (Corwin Press)
What great Principals Do Differently by Todd Whitaker (Eye on Education)

CLASS INSTRUCTOR
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2520 Brian Drive
Parma, Ohio 44134
440-886-3437
Room 224 Pilla Center
2550 Lander Road
Pepper Pike, Ohio 44124
440-646-8148
440-646-8328 FAX
mkane@ursuline.edu
COURSE GRADING

1. The quality of the three ring notebook containing the twenty-nine project write ups and supporting materials for those twenty-nine projects is the most important aspect of the final grade in Ed 519 Field Experience II/Internship. (WORTH 75% OF THE FINAL GRADE.)

2. Successful mastery of the content of the material presented in the class sessions is considered. This includes participation in the class activities, discussions, and simulations. It also means completing all of the required paper work connected with the classroom sessions. (WORTH 5% OF THE FINAL GRADE.)

3. Successful completion of the responsibilities of the FE II/Internship class:
   * Development of a positive relationship with the Cooperating Principal.
   * Shadowing the Mentor Principal for the equivalent of two full school days.
   * Completing the course summary sheet and including it in the three ring binder.
   * Completing a self evaluation at the end of the course and including it in the three ring binder.
   * Assuring that the Cooperating Principal completes an evaluation of the candidate and that this evaluation is included in the three ring binder.
   * Assuring that the Mentor Principal completes an evaluation of the candidate and that this evaluation is included in the three ring binder.
   * Effectively communicating with the College Supervisor.
   * Hosting a site visit for the College Supervisor.
   * Cooperating with the personnel at the field experience site.
   * Turning in projects according to the due dates. (WORTH 15% OF THE FINAL GRADE.)

4. Attendance and promptness at class sessions and other appointments throughout the Field Experience II/Internship are considered. (WORTH 5% OF THE FINAL GRADE.)

There is a Ed 519 Field Experience II/Internship Guidebook for this course. This guidebook spells out in detail course expectations.

RUBRIC FOR SCORING THE PORTFOLIO

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>Does Not Meet Expectations</th>
<th>Approaching Target</th>
<th>Target</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>All twenty-eight projects were completed</td>
<td>Twenty-eight projects not completed</td>
<td>Twenty-eight projects were completed but not all required projects were completed.</td>
<td>All twenty-eight projects completed as required.</td>
<td>9-10</td>
</tr>
<tr>
<td>(10 Points Possible)</td>
<td>0-5</td>
<td>6-7-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>216 Hours of Field Work completed</td>
<td>216 hours not completed</td>
<td>216 hours completed</td>
<td>More than 216 hours completed</td>
<td>9-10</td>
</tr>
<tr>
<td>(10 Points Possible)</td>
<td>0-5</td>
<td>6-7-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet Definitions of Level 3 and 4, as outlined in the Field Experience I manual (5 Points Possible)</td>
<td>The projects were not challenging and/or not appropriate for a final internship</td>
<td>Projects were challenging and appropriate for a final internship</td>
<td>Project was challenging and exceeded criteria for final internship</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>0-1</td>
<td>2-3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
<td>Score</td>
<td>Comments</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>-------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Explain with as much detail as possible the candidate’s experience and role – Section 7</td>
<td>0-14</td>
<td>Section Seven write-up did not provide an adequate description of what the candidate did to complete the project</td>
<td></td>
</tr>
<tr>
<td>15-20</td>
<td>Section Seven write-up provides a partial description of what the candidate did to complete the project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-25</td>
<td>Section Seven write-up clearly states what the candidate did to complete the project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Reflect on experience in regards to what was done and what candidate learned from experience – Section 8</td>
<td>0-14</td>
<td>Section Eight write up did not provide a clear description of what the candidate learned about being a principal from completing the projects and/or did not explain clearly what prior content knowledge was utilized in the completion of the projects.</td>
<td></td>
</tr>
<tr>
<td>15-20</td>
<td>Section Eight write up provides a partial description of what the candidate learned about being a principal from completing the projects and/or a partial explanation of what prior content knowledge was utilized in the completion of the projects.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-25</td>
<td>Section Eight write up clearly states what the candidate learned about being a principal from completing the projects and also what prior content knowledge was utilized in the completion of the projects.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Project was signed by cooperating principal</td>
<td>0</td>
<td>Cooperating principal did not sign the project</td>
<td></td>
</tr>
<tr>
<td>15-20</td>
<td>Cooperating principal signed some of the projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Cooperating principal signed all the projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>All support materials required were submitted with the project</td>
<td>0-5</td>
<td>Appropriate support material was not provided</td>
<td></td>
</tr>
<tr>
<td>6-8</td>
<td>Support materials were provided but were either not complete or did not fully explain the project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>All support materials were provided and explained the project completely</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Organization of the Binder</td>
<td>0-1</td>
<td>The binder was not well organized; was not acceptable</td>
<td></td>
</tr>
<tr>
<td>2-4</td>
<td>Organization, order, neatness were acceptable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The binder was organized in an exemplary manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Sentence Structure, Grammar, Punctuation, Spelling</td>
<td>0-1</td>
<td>There were major sentence structure, grammar, punctuation, and spelling errors</td>
<td></td>
</tr>
<tr>
<td>2-4</td>
<td>There were minor sentence structure, grammar, punctuation, and spelling errors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Sentence structure, grammar, punctuation, and spelling were correct</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

94-100 – A
90-93 – A-
86-89 – B+
80-85 – B
77-79 – B-
74-76 – C+
70-73 – C
66-69 – C-
65 AND BELOW – D
50 AND BELOW - F
VALUES  VOICE  VISION

THE REFLECTIVE LEARNER

SPIRITUALITY
PROFESSIONALISM
SOCIAL JUSTICE
DEMOCRATIC LIVING
PLEASE ANSWER THE FOLLOWING AND BRING A COPY OF YOUR RESPONSES TO OUR INITIAL CLASS ON JANUARY 4, 2012.
ADMINISTRATIVE INTERN ASSESSMENT

AS OF THIS POINT IN YOUR CAREER, WHAT DO YOU SEE AS YOUR MOST SIGNIFICANT LEADERSHIP TRAITS, CHARACTERISTICS, SKILLS?

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
4. ___________________________________________________________
5. _______________________________________________________________________

FOR EACH OF THE FOLLOWING ITEMS, RATE YOUR OWN PERSONAL SKILLS ON A 1 LOW TO 10 HIGH SCALE.

1. SETTING INSTRUCTIONAL DIRECTION: Implementing strategies for improving teaching and learning, including putting programs and improvement efforts into action.
   MY RATING _____
   COMMENTS:

2. VISION: Having a clearly defined personal VISION for what the school will be like when I am the principal.
   MY RATING _____
   COMMENTS:

3. OVERALL SCHOOL VISION: Developing a total school vision with all stakeholders in the building. This would include the ability to establish clear goals, provide direction in achieving those goals, encouraging others to contribute to vision achievement, securing commitment to a course of action from individuals and groups.
   MY RATING _____
   COMMENTS:
4. TEAMWORK: The ability to set up and organize an administrative team in the school building.
   MY RATING ________
   COMMENTS:

5. INTERPERSONAL SENSITIVITY: Perceiving the needs and concerns of others, dealing tactfully with others in emotionally stressful situations or in conflict. Knowing what information to communicate and to whom. Relating to people of varying ethnic, cultural, and religious backgrounds.
   MY RATING ________
   COMMENTS:

6. JUDGMENT: Reaching logical conclusions and making high quality decisions based on available information. Giving priority and caution to significant issues. Seeking out relevant data, facts, and impressions. Analyzing and interpreting complex information. “WITHITNESS”.
   MY RATING ________
   COMMENTS:

7. RESULTS ORIENTATION: Assuming responsibility. Recognizing when a decision is required. Taking prompt action when important issues emerge. Resolving short-term issues while balancing them against long-term objectives.
   MY RATING ______
   COMMENTS:

8. ORGANIZATIONAL ABILITY: Planning and scheduling one’s own and the work of others so that resources are used appropriately. Scheduling the flow of activities, establishing procedures to monitor projects. Practicing time and task management, knowing what to delegate and to whom. Knowing how to delegate.
   MY RATING ______
   COMMENTS:

9. LEADERSHIP: Getting others involved in solving problems, recognizing when a group requires direction, effectively interacting with a group to guide them to accomplish a task.
   MY RATING ______
10. EDUCATIONAL VALUES: Possessing a well reasoned educational philosophy, receptiveness to new ideas, use of an ethical framework, and demonstrating professionalism. Being able to identify personal values.

MY RATING _____

COMMENTS:

11. STRESS TOLERANCE: Performing under pressure and during opposition, thinking on one’s feet.

MY RATING _____

COMMENTS:

12. ORAL COMMUNICATION: Communicating clearly. Making oral presentations that are clear and easy to understand.

MY RATING _____

COMMENTS:

13. WRITTEN COMMUNICATION: Expressing ideas clearly in writing, demonstrating technical proficiency. Writing appropriately for different audiences.

MY RATING _____

COMMENTS:

14. DEVELOPMENT OF OTHERS: Teaching, coaching, and developing others. Providing timely and specific feedback based on observation and data.

MY RATING _____

COMMENTS:

15. UNDERSTANDING OWN STRENGTHS AND WEAKNESSES: Identifying personal strengths and weaknesses. Taking responsibility for improvement by actively pursuing developmental activities. Striving for continuous learning.

MY RATING _____

69
16. CONFLICT MANAGEMENT: Intervening in conflict situations and developing solutions that are agreeable to all persons involved.
   MY RATING _____
   COMMENTS:

17. POLITICAL ASTUENESS: Perceiving critical features of the environment such as power structure, principal players, and special interest groups. Formulating alternatives that reflect realistic expectations.
   MY RATING _____
   COMMENTS:

18. RISK TAKING: Calculating risks and taking action based on sound judgments.
   MY RATING _____
   COMMENTS:

19. CREATIVITY: Generating ideas that provide new and different solutions to management problems or opportunities.
   MY RATING _____
   COMMENTS:
Your next task in this assignment is the review each of the eight areas of administration and identify activities which will make you more able to be effective in resolving problems within each area.

TASK AREA: SCHOOL LAW

WHAT ARE SPECIFIC ACTIVITIES IN THIS AREA OF ADMINISTRATION YOU WISH TO LEARN MORE ABOUT THROUGH FE II/INTERNSHIP?

___________________________________________________________________

___________________________________________________________________

TASK AREA: PUPIL PERSONNEL SERVICES

WHAT ARE SPECIFIC ACTIVITIES IN THIS AREA OF ADMINISTRATION YOU WISH TO LEARN MORE ABOUT THROUGH FE II/INTERNSHIP?

___________________________________________________________________

___________________________________________________________________

TASK AREA: EDUCATIONAL LEADERSHIP

WHAT ARE SPECIFIC ACTIVITIES IN THIS AREA OF ADMINISTRATION YOU WISH TO LEARN MORE ABOUT THROUGH FE II/INTERNSHIP?

___________________________________________________________________

___________________________________________________________________

TASK AREA: SCHOOL COMMUNITY RELATIONS

WHAT ARE SPECIFIC ACTIVITIES IN THIS AREA OF ADMINISTRATION YOU WISH TO LEARN MORE ABOUT THROUGH FE II/INTERNSHIP?

___________________________________________________________________

___________________________________________________________________

TASK AREA: STAFF PERSONNEL

WHAT ARE SPECIFIC ACTIVITIES IN THIS AREA OF ADMINISTRATION YOU WISH TO LEARN MORE ABOUT THROUGH FRII/INTERNSHIP?

___________________________________________________________________

___________________________________________________________________
TASK AREA: PHILOSOPHY

WHAT ARE SPECIFIC ACTIVITIES IN THIS AREA OF ADMINISTRATION YOU WISH TO LEARN MORE ABOUT THROUGH FE II/INTERNSHIP?

TASK AREA: CURRICULUM & INSTRUCTION

WHAT ARE SPECIFIC ACTIVITIES IN THIS AREA OF ADMINISTRATION YOU WISH TO LEARN MORE ABOUT THROUGH FE II/INTERNSHIP?

TASK AREA: SCHOOL FINANCE

WHAT ARE SPECIFIC ACTIVITIES IN THIS AREA OF ADMINISTRATION YOU WISH TO LEARN MORE ABOUT THROUGH FE II/INTERNSHIP?

Now that you have identified the specific skills you hope to learn more about during your field experience/internship work this spring, show your list to your cooperating principal and, when appropriate, your mentor principal. Try to identify projects that will give you the experiences that you need to be better qualified to step into an administrative job and perform it in a top notch manner. Also, bring a copy of this form to class on January 5.

Finally, what are five most important expectations that you hold for yourself as an administrative intern in Field Experience II/Internship?

What are your non-negotiable values for this internship?
What do you need from the Ursuline College supervisor during your Field Experience II/Internship?

What do you need from your Cooperating Principal during this Field Experience II/Internship?

Finally, what do you need from your Mentor Principal during this Field Experience II/Internship?

BRING A COPY OF THIS FORM TO CLASS ON JANUARY 4

YOUR NAME ________________________________  VALUES  VOICE  VISION

THE REFLECTIVE LEARNER

END OF FORM
Please answer the following and bring your responses to class on January 4, 2012.

Name:__________________________________________

Task Area: School Law
What are specific activities in this task area you wish to learn more about?
_________________________________________________________________________________
_________________________________________________________________________________

Task Area: Pupil Personnel Services
What are specific activities in this task area you wish to learn more about?
_________________________________________________________________________________
_________________________________________________________________________________

Task Area: Staff Personnel
What are specific activities in this task area you wish to learn more about?
_________________________________________________________________________________
_________________________________________________________________________________

Task Area: Educational Leadership
What are specific activities in this task area you wish to learn more about?
_________________________________________________________________________________
_________________________________________________________________________________

Task Area: School-Community Relations
What are specific activities in this task area you wish to learn more about?
_________________________________________________________________________________
_________________________________________________________________________________

Task Area: Philosophy
What are specific activities in this task area you wish to learn more about?
_________________________________________________________________________________
_________________________________________________________________________________
Task Area: Curriculum & Instruction
What are specific activities in this task area you wish to learn more about?
____________________________________________________________________________________
____________________________________________________________________________________

Task Area: School Finance
What are specific activities in this task area you wish to learn more about?
____________________________________________________________________________________
____________________________________________________________________________________

Now that you have identified the specific skills you hope to learn more about during your field experience work, show your list to your cooperating principal and your mentor principal. Try to identify projects that will give you the experiences that you need to be better qualified to step into an administrative job.

What are the five most important expectations that you hold for yourself as an administrative intern in Field Experience II/Internship?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What are your non-negotiable values for this internship?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What do you need from the Ursuline College supervisor during this Field Experience II/Internship?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What do you need from your mentor principal during this Field Experience II/Internship?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What do you need from your cooperating principal during this Field Experience II/Internship?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Bring this form to class with you on January 4, 2012.
Because the weather can get quite nasty in a short period of time around
Ursuline College in January, February, and March, there is always a
chance that a snow or ice storm might cause our class to be cancelled.

How might you be contacted between 1:00 p.m. and 3:00 p.m. on
Wednesday in case the class must be cancelled? Please check whatever
means of communication you list before coming to Ursuline each
Wednesday.

I CAN BE BEST CONTACTED BY MEANS OF
_______________ (TELEPHONE, FAX, EMAIL)

AT THIS NUMBER (ADDRESS)

Should our one Saturday class need to be cancelled, how best can you be
reached early Saturday morning? Please check whatever way of
communication you list before coming on Saturday.

I CAN BE BEST CONTACTED ON SATURDAY BY MEANS
OF
_______________ (TELEPHONE, FAX, EMAIL)

AT THIS NUMBER (ADDRESS)

MY NAME ____________________________
FORMS

For

Field Experience II/Internship Alternative

ED 519B

(For Candidate already serving as an Administrator)
Field Experience II/Internship
Alternative Educational Administration

Name:__________________________________________________________

Current Administrative Position:__________________________________

School:_______________________________________________________

School Address:________________________________________________

________________________________________________________________

School Telephone Number:_______________________________________

Your Email Address:____________________________________________

When did you start this Administrative Position:____________________

When are you expected to have completed your license requirements?__________________________

Name of Cooperating Principal:___________________________________

Do you have a recommendation for a Mentor Principal?____________________

School Site of Proposed Mentor Principal?____________________________

Directions to your school site from Ursuline:__________________________

________________________________________________________________

________________________________________________________________

END OF FORM
The following is your detailed assessment of your job duties in each of the eight areas of Field Experience II/Internship:

School Finance

School Law

Curriculum & Instruction

Staff Personnel

Pupil Personnel Services

Educational Philosophy

Educational Leadership

School/Community Relations
End of the School Year Responsibilities
Based on this listing and my reflection on my current duties and my skills to perform these tasks, I assess my strengths and limitations in each area as follows:

School Finance
   Strengths

   Limitations

School Law
   Strengths

   Limitations

Curriculum & Instruction
   Strengths

   Limitations

Staff Personnel
   Strengths

   Limitations

Pupil Personnel Services
   Strengths
Limitations

Educational Philosophy
Strengths

Limitations

School Community Relations
Strengths

Limitations

Educational Leadership
Strengths

Limitations

End of the Year Responsibilities
Strengths

Limitations

My Activity Goal for each of the eight area will be as follows:

School Finance
School Law
Staff Personnel

Curriculum & Instruction

Pupil Personnel Services

Educational Philosophy

School Community Relations

Educational Leadership

End of the School Year

Name:__________________________________________________________

END OF FORM
Should you need help

If you need help with obtaining your license please contact:

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.

For all other questions regarding the Educational Administration program please contact the program Administrative Assistant:

Diana Lynch
Telephone: 440-646-8145
Email: dlynch@ursuline.edu

Diana’s office is on the second floor of Besse Library office number BL 231.

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.