

**EDLD Capstone Seminar (EDLD 6792) Field Experience Requirements  
(as of Fall 2008)\***

Each student will engage in a field-based experience to be completed during the semester the student is enrolled in the final Capstone Seminar, EDLD 6792 (for students in the K-12 and Organizational Analysis programs, 60 clock hours on site; for higher ed students in the HESA Leadership program, 100 clock hours).

Capstone experiences are not restricted to the domains listed below, nor are students expected to engage in all activities listed in Appendix A – **BUT, YOU MUST COMPLETE A MINIMUM OF 20 ACTIVITIES WITH NO MORE THAN THREE ACTIVITIES SELECTED FROM ANY ONE DOMAIN** (for K-12 based examples of activities for each domain, see Appendix A; for students in HESA Leadership and Organizational Analysis, think about the leadership domains below as you plan and implement your Capstone experience). As much as possible, experiences should be based on the student’s capabilities, interests, plans and the mutual needs of the student and the school district or appropriate educational organization.

**Leadership Domains to be addressed during the Capstone experience:  
(General)**

<b>Leadership</b>	<b>Curriculum Design</b>	<b>Sensitivity</b>
<b>Information Collection</b>	<b>Instructional Program</b>	<b>Oral Expression</b>
<b>Problem Analysis</b>	<b>Student Guidance and Development</b>	<b>Written Expression</b>
<b>Judgment</b>	<b>Staff Development</b>	<b>Philosophical and Cultural Values</b>
<b>Organizational Oversight</b>	<b>Resource Allocation</b>	<b>Legal/Regulatory Applications</b>
<b>Implementations</b>	<b>Measurement and Evaluation</b>	<b>Policy/Political Influences</b>
<b>Delegation</b>	<b>Motivating Others</b>	<b>Public/Media Relationships</b>

In addition to completing the fieldwork, students will complete and submit three documents as follows:

1) *Capstone Experience Reflective Log*

Reflection before, during, and after practice is very important in any field-based experience. The student is to keep a log of the activities and hours, while reflecting on skills and knowledge used; document how these skills and knowledge relate to the standards of your profession.

**Use the Following Chart For your *Reflective Log*:**

Date & Time Spent	Activity Description/ Investigative Area	Reflections: Brief summary of activities and thoughts about what you learned

Capture the essence of your Capstone experience in writing. At least twice a week, record and reflect upon the activities and experiences that you participated in. The details and reflection on these experiences will be necessary for your final paper. It may also be helpful if the student keeps a journal of pertinent questions, observations, thoughts, and feelings related to each activity or experience included in the log. In addition, the person serving as your supervisor/mentor of your Capstone experiences should be given a copy of this log before s/he completes your evaluation. If you are K-12 focused, reflecting on and connecting the experience to school leader (NCATE/ELCC) concepts will be necessary when writing your *Final Analysis Paper* of the experience.

## 2) Summary and Final Analysis of the Field Experience

For the culminating activity the student will prepare a written report of the Capstone Experience. This final analysis should be a 5-8 page reflective narrative, written in the first person. Provide sufficient specificity to give the reader a flavor of emotions, tasks, and relationships that you experienced. Please integrate appropriate literature from classes into your comments, including the NCATE/ELCC standards if you are in one of the K-12 programs. Address appropriate competency areas if you are in higher education. However, please keep in mind the ethical considerations for privacy in matters involving students and staff (i.e., avoid mentioning specific names or other identifying information).

You might address the following points in preparing your final analysis:

- Describe the school/college/university setting where the internship occurred
- Describe the leadership style of your mentor/supervisor
- Identify ways that you were brought into the various experiences
- Describe a couple of key experiences you had
- Describe the interaction with the institution’s faculty and staff
- Identify ways you were involved with instructional leadership
- Summarize the strengths of your participation
- What was the highlight of your internship?
- Were you working to solve a specific problem and if so, what actions were attempted. What worked and what didn’t work? Lessons learned?

## 3) Performance-Driven Leadership (PDL) Portfolio

Students are to prepare their own *PDL Portfolio*, including meaningful materials/artifacts from each of the courses within their Masters Degree in the Educational Leadership program, and a

brief reflection on key concepts learned and standards addressed by each course. This Portfolio should represent the best of what you have learned about yourself, about being an educational leader, and about the educational organization you see yourself working in. All material will be uploaded using WMU's **iWebfolio software**. Ideally, this Portfolio could be used during a job search.

Each portfolio must contain at least the following:

\*Current resume [Seek guidance from Career and Student Employment Services (CSES) if necessary, 269-387-2745; see this online source prepared by CSES for assistance:  
<http://broncojobs.wmich.edu/Students/links/JSP-resume.html>)

\*Professional philosophy statement

\*For each **course** taken in your program include:

- (a) A brief (1-2 page paper, single spaced) summary of the key issues covered within the class, addressing the one or two most relevant NCATE/ELCC Standard(s) or CAS Standards covered. Within this summary, reference the artifacts chosen for placement in the Portfolio.
- (b) Primary artifacts and reflections for each course (A minimum of 2-3 items of significance from each course are to be placed in the appropriate section of the Portfolio. If no materials have been kept from a course, supplement the section in the Portfolio with 1-2 journal articles related to the course topics.

\*Reflective Log

\*Final Analysis of the Capstone Experience (written narrative of the internship experience)

#### ***4) Field Experience Supervisor/Mentor's Evaluation***

Your supervisor/mentor for your Capstone hours will be sent an on-line Survey to evaluate your performance. This Survey will be sent to the email address that you give us at the beginning of the semester. To complete the Capstone with a passing grade, the instructor must receive a completed, positive evaluation from your supervisor/mentor by the end of the course. It is your responsibility to help your supervisor/mentor remember that this evaluation needs to be completed and submitted. As long as we receive a positive evaluation indicating you have completed your 60 hours (100 hours if you are in the HESA Leadership program), you will receive the full points for this "assignment." If we receive a negative evaluation or one that indicates you have not completed the hours, you will receive an "I" until you and the instructor agree on an appropriate resolution to the situation.

## APPENDIX A

### Domains and Possible Field Experience/Internship Activities for K-12

#### Leadership

- Supervise lunchroom, student extracurricular activities, school bus and/or playground activities beyond assigned duties
- Devise and implement an institutional initiative
- Organize and supervise a school event, i.e. – dance, athletic event, science fair, etc.
- Use the clinical model of supervision to model teaching techniques
- Maintain a presence on school grounds during student activities and transition periods to allow communication with students
- Create a time management plan to document meetings and events
- Lead a task force to study fiscal concerns

#### Information Collection

- Log impressions of climate, culture, leadership, curriculum, programs, and student technology
- Analyze data on the role of technology to promote student learning
- Develop questions/surveys for teachers, students, central office and community to raise awareness about policy and practice
- Apply software in attendance, scheduling, grading, and inventory data gathering

#### Problem Analysis

- Assist with the preparation of the school master schedule
- Analyze student achievement to determine educational needs
- Review management data to design processes to improve operations
- Work with the transportation director to determine bus routes and bus stops
- Inspect one or more school buildings and grounds for needed repairs and improvements, review costs and make recommendations within budget constraints

#### Judgment

- Make decisions/recommendations for solutions which must be solved on short notice with limited information
- Develop a procedure for determining proper justification for approving professional leave
- Review multiple sources of information before reaching conclusions

#### Organizational Oversight

- Plan school activities in observance of educational or cultural celebrations – i.e., African-American History Month, Casimir Pulaski Day, Martin Luther King Day, etc.
- Develop a special program, such as multicultural awareness, grandparent's day, neighborhood clean up, etc.
- Develop an orientation program for new students and their parents
- Develop a program for improving student-home-school communication linkages

- Maintain a log of activities for a week and determine a priority list of events in which an administrator's time is spent – i.e., a time management plan

### **Implementations**

- Study data processing and its expanding role in the planning process (grouping, scheduling, etc.)
- Handle attendance and student discipline
- Assist with the preparation of the school master schedule

### **Delegation**

- Lead a task force to address instructional concerns
- Prepare a written directive assigning responsibilities
- Work with staff members to carry out additional instructional programs

### **Instructional Program**

- Assist the building administrator in conducting teacher/student evaluations – including the post observation conference
- Study the implementation of computer assisted instruction, information retrieval and learning center techniques
- Spend at least one hour each day observing instructional activities and providing non-evaluative feedback to the classroom teacher
- Identify cultural and societal forces that impact teaching and learning
- Interview two substitute teachers about problems they encounter in their teaching assignments
- Review and discuss the tests used for psychological testing with the school psychologist
- Assist in the development of an orientation program for new teachers/staff

### **Curriculum Design**

- Conduct an audit of selected areas to determine alignment of written, taught, and tested curriculum
- Identify technology to improve instruction
- Assist with the implementation of a curricular revision
- Analyze and debate how curriculum content education reform is shaped by global issues
- Discuss with the local ISD superintendent the various programs being offered by that agency during the current school year and what is tentatively slated to be offered in the future

### **Student Guidance and Development**

- Conduct a study of incidence and source of discipline problems and implement a plan to reduce occurrences
- Work with co-curricular programs that provide a safe school and promote student health and welfare
- Observe an IEP meeting. Manage at least one case from referral to completion
- Conduct parent, student, teacher, and administrator conferences

- Develop and recommend a program designed to reduce absenteeism, tardiness, and/or behavioral problems

### **Staff Development**

- Develop an orientation/induction program for a non-teaching position in the building
- Attend professional conferences and meetings with a building or district administrator related to staff evaluation, staff development, or effective teaching
- Become active in professional organizations
- Engage staff in an on-going study of current best practices and relevant research, demographic data, and analyze their implications for school improvement
- Apply effective job analysis procedures, supervisory techniques, and performance appraisal for instructional and non-instructional staff

### **Measurement and Evaluation**

- Assist Principal or Curriculum Committee with the development or evaluation of some aspect of the instructional program
- Design a comprehensive program for interpreting student achievement to staff and parents
- Conduct a study on personnel turn-over during a five year period using quantitative and qualitative methods with attention to issues of equity and diversity
- Use school assessment data to assist in the development of a school improvement plan
- Analyze and reflect on observations and experiences in learning and instruction that pertain specifically to diversity and equity in a democratic society
- Assist in a strategic planning process outlining educational outcomes, national and global conditions affecting schools and implications for school improvements

### **Resource Allocation**

- Assist with budget preparation
- Follow the school budget through the district budget preparation process
- Study the inventory/control/ordering/receiving process for supplies and materials
- Study problems relating to management of textbooks, supplies and equipment
- Shadow the bookkeeper to become acquainted with on-site financial planning techniques
- Participate with the bookkeeper in a mock study to reconcile the books with the budget
- Discuss with the building administrator how he/she involves the staff in developing and administering the building budget

### **Motivating Others**

- Identify and suggest recognition of innovative teaching techniques
- Assist teachers in writing performance improvement commitments
- Model effective teaching techniques or management techniques in staff development programs
- Shadow a building administrator for a full day to observe their interactive and leadership style
- Develop an orientation session designed for parents new to the school

**Sensitivity**

- Facilitate remediation of a student and staff discipline problem
- Participate in the resolution of parental concerns using appropriate interpersonal skills, - i.e., stress management and conflict resolution
- Acknowledge the value of input from each staff member through informal contact on a daily basis
- Recognize stressors and develop techniques to lessen stress levels for self and staff
- Reflect on diversity concepts, exceptionalities in schools and communities

**Oral Expression**

- Conduct telephone and personal conferences with parents concerning student discipline
- Conduct formative and summative teacher evaluation conferences using appropriate communication strategies
- Deliver complete communications when giving directions to students, staff, and faculty
- Assist in consensus building and negotiation to promote effective communication addressing multiple perspectives and different life experiences

**Written Expression**

- Assist with preparation of required reports, school newsletters, policies and handbooks
- Draft written directions to staff, faculty, and students concerning school operations
- Draft letters of recommendation and commendation for faculty and staff promoting multicultural awareness, gender sensitivity, and racial and ethnic appreciation
- Draft letters to parents concerning student successes and delinquencies

**Philosophical and Cultural Values**

- Discuss a professional code of ethics and values with the building administrator and teachers
- Recognize cultural and societal impact on schools
- Demonstrate confidentiality, integrity and fairness when interacting with internal and external publics
- Plan educational programs that recognize diversity and exceptionalities, and its meaning for teaching and learning
- Create with teachers, parents, and students a positive school culture that promotes learning

**Legal and Regulatory Applications**

- Conduct a study to determine if safety hazards exist in and around school
- Study district policies and building rules and regulations
- Work on federal programs – i.e., PL 94-142, Title I, Title II, Title V, Title IX and prepare reports on each
- Prepare attendance, lunch and transportation reports
- Provide a faculty update on recent court cases involving classroom teachers
- Assist in conducting fire/tornado/bomb threat drills and the methods for reporting results of drills to appropriate authorities

**Policy and Political Influences**

- Attend site advisory council meetings
- Attend PTA meetings
- Become familiar with the dynamics of system-wide political situations, change, and conflict resolutions
- Involve family and community in appropriate policy development, program planning and assessment process
- Analyze the major philosophical tenets of contemporary intellectual movements (feminism, critical theory, post modernism) and develop appropriate procedures and relationships with representative groups

**Community Public and Media Relations**

- Attend citizen advisory committee meetings and school board meetings and participate in resolution of consensus with various cultural, ethnic, racial and special interest groups in the community
- Prepare news releases and/or feature articles for various media to be approved by the building principal
- Conduct a community survey for a comprehensive public relations program and report findings, conclusions, and recommendations with regard to community and district power structures, major opinion leaders and their relationships to school goals and programs
- Become active in local civic organizations – i.e., Lions Club, Rotary, civic leagues, Kiwanis, etc.