Capstone Class Field Experience Requirements

Each student will engage in a field-based experience to be completed during the semester the student is enrolled in the final Capstone Class. For students in the K-12 Teacher Leadership and Organizational and Global Leadership programs, 60 clock hours on site for K-12 Principal - 240 intern hours on site and for higher education students in the HESA Leadership program, 100 clock hours on site.

Capstone experiences are not restricted to the domains listed below, nor are students expected to engage in all activities listed in Appendix A – BUT, A MINIMUM OF 20 ACTIVITIES WITH NO MORE THAN THREE ACTIVITIES SELECTED FROM ANY ONE DOMAIN must be completed (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:

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Curriculum Design</th>
<th>Information Collection</th>
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</thead>
<tbody>
<tr>
<td>Judgment</td>
<td>Instructional Program</td>
<td>Philosophical and Cultural Values</td>
</tr>
<tr>
<td>Delegation</td>
<td>Oral Expression</td>
<td>Measurement and Evaluation</td>
</tr>
<tr>
<td>Staff Development</td>
<td>Written Expression</td>
<td>Public/Media Relationships</td>
</tr>
<tr>
<td>Implementations</td>
<td>Motivating Others</td>
<td>Organizational Oversight</td>
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<tr>
<td>Resource Allocation</td>
<td>Student Guidance and Development</td>
<td>Problem Analysis</td>
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<tr>
<td>Sensitivity</td>
<td>Resource Allocation</td>
<td>Policy/Political Influences</td>
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In addition to completing the fieldwork, students will complete and submit 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:

<table>
<thead>
<tr>
<th>Date of Activity</th>
<th>Number of hours spent on this activity</th>
<th>Activity Description/Investigative Area</th>
<th>Reflections: Brief summary of activities and thoughts about what you learned during this leadership experience. If K12 focused, remember to reflect on NPBEA/ELCC standards at least three times.</th>
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</thead>
<tbody>
<tr>
<td>Total number of hours</td>
<td></td>
<td></td>
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</table>

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) Discussion Boards

Student will participate in a weekly online discussion reviewing the course work, intern experience, philosophy and other educational topics posted each week. Students will be expected to add to the discussion as well as responding to other.

3) Summary and Final Analysis of the Field Experience - Narrative

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.

The following level headings are required as well as APA formatting, citations and references

- Describe the demographics of the school/college/university setting where the internship occurred
- Describe the leadership style of your mentor/supervisor
- Identify/discuss three of the key activities/experiences of your participation
- Discuss the lesson that you learned, highlights and problems of your internship
- Summarize the strengths of your participation and the ways your EDLD knowledge and skills assisted you during this internship

4) Performance-Driven Leadership (PDL) Portfolio

Students are to prepare their own PDL Portfolio, including all assessments as well as meaningful materials/artifacts from each of the courses within their Master’s Degree in the Educational Leadership program, and a brief review/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.

Each portfolio must contain at least the following:

- Leadership 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
- A review/reflection of each class completed in your MA program

Upon completion of each class in the Master’s Program, the student must write a summary/reflection of the class and attach at least two artifacts (assignments or assessments) to their individual electronic portfolio (Webfolio).

Using this format – complete the summary/ reflection of the class and attach it to the course tab in iWebfolio.

1. Title of the Class
2. Professor / Instructor
3. Summary of the information presented and the activities/projects completed during the class. (minimum of one substantial paragraph)
4. A reflection of how the knowledge and skills that you learned will help you in a leadership position now or in the future. (minimum of one substantial paragraph)
5. All assessments plus any primary artifacts for each course are to be placed in the appropriate section of the Portfolio.

5) 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 assigned hours 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.