



**GRADUATE AND ADULT STUDIES
M. Ed./Ed.S. PROGRAMS**

FIELD EXPERIENCE HANDBOOK

March 2009

William Woods University
Field Experience – Handbook Contents

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To: William Woods Field Experience Interns

From: James C. Head, William Woods University
Director, Administrative Field Experience

On behalf of William Woods University, I am pleased to welcome you to the Field Experience portion of your graduate program. It is during this Field Experience opportunity that you will begin to apply the skills you have developed during your academic studies. William Woods is committed to the overall success of every student in our graduate level programs and should you need additional assistance please feel free to contact me or the Director of Graduate Education programs.

The following Field Experience handbook has been developed for your convenience. Please read it carefully and let it guide you through your internship activities. Let's get started!

Contact Information

James C. Head, William Woods University
Director Administrative Field Experience
jim.head@williamwoods.edu
Phone 573-819-0593

William Woods University

Field Experience

Overview

After you have a few courses in the curriculum sequence completed, you will be given the basic information you need to begin your field experience program. It is at this point that you should complete and submit the forms provided in the back of this handbook. These forms are to be completed and submitted prior to beginning your field experience. Next, you should contact the on-site supervisor that you have selected to help guide and supervise your experience. You and your on-site supervisor should look closely at this handbook and begin to develop a plan for completing the activities you choose for your field experience.

From this point, and on through the end of your program, you should be working with your University supervisor and your on-site supervisor to complete the activities and hours required. By allowing several months to complete the administrative field experiences, students will have an opportunity to experience time-sensitive activities, as well as the day-to-day operations of the school. It is imperative that you develop a good system for documenting, organizing and reporting on the activities you complete. Plan to meet regularly with your on-site supervisor.

It is the responsibility of each field experience candidate to read and understand the program requirements and to make sure that they are completing their experiences in the field targeting the appropriate grade levels. Should you have questions or need additional information, please contact the WWU Director of Administrative Field Experience for assistance.

Field Experience Questions and Answers

1. How many total clock hours do I have to spend on field experience activities? 240 hrs.
2. How do the ISLLC standards fit into the hours and activities I choose? You are required to do a minimum of (5) five different activities aligned with each of the six ISLLC Standards. You may only count a maximum of (8) eight clock hours for each activity. In short, you need to do at least (5) five different activities under each ISLLC standard, you may only count a maximum of (8) eight hours per activity. Of course, you may go beyond any of these requirements.
3. How do I know what kind of activities to do? In the back of this handbook you have been provided a list of appropriate field experience activities to choose from. The activities on this list are not required but are provided as suggestions for the field experience. You should work closely with your University supervisor and your on-site supervisor to insure that quality ADMINISTRATIVE activities are selected. Remember that all activities selected must be performed at the grade level of your intended certification.
4. Am I limited to just this list of activities? No. You may choose an activity that does not appear on the recommended list. However activities that do not appear on the recommended list must be approved in advance by your On-Site Supervisor.
5. When do I start this 240 hours field experience? Just as soon as you turn in the required forms. These forms are: Application to Enroll, Student Agreement and On-Site Field Experience Supervisor Agreement forms. These forms are included in this handbook.
6. What is this “Activity Log” you keep talking about? This is the process of documenting your field experience activities. You will submit this information on the TK-20 system as directed in the EDU 557/657 syllabus.
7. Who am I dealing with for this Field Experience?

Two People:

- I. Your on-site supervisor (usually your Principal/Administrator) – This person supervises and guides you through your various on-site activities. **YOUR ON-SITE SUPERVISOR MUST HAVE A MINIMUM OF TWO YEARS OF EXPERIENCE AT THE LEVEL THEY ARE SUPERVISING.** We recommend that you meet with your supervisor at least once every two weeks. Please keep a log of these meetings for review with your University supervisor. Even though you will work closely with your on-site supervisor, you are encouraged to work with a variety of other administrators as well. Please consider interviewing,

shadowing and/or working with an administrator from another district on one or two activities.

- II. Your University Supervisor - This person will serve as your instructor for the EDU 557/657 Field Experience I course. During the week following your EDU 525 Foundations course your cohort will have its first meeting with your University supervisor. At this meeting you will exchange contact information for on-site and electronic visits, set the second meeting date and go over all EDU 557/657 expectations.
8. What qualifications must my on-site supervisor have? The on-site supervisor must be certified in the area they are supervising and **MUST HAVE A MINIMUM OF TWO YEARS OF EXPERIENCE** at that level.
 9. What are the grade levels for certification? DESE assigns the following: K-8 Elementary Certification, 7-12 Secondary Certification.
 10. What if there is a major conflict between me and the person I would normally work with as my on-site supervisor? Contact your University supervisor at once.
 11. If I change districts, can I complete my Field Experience under a new on-site supervisor at the new school? Yes. Be sure to keep track of activities completed in both locations. This is also true if your on-site supervisor retires or changes positions. Notify your University Supervisor at once.
 12. Are you saying that I start working on my Field Experience Activities and hours before I sign up for the EDU597 Field Experience II/Portfolio Course? Yes, EDU 557/657 Field Experience I is on-going and will be completed throughout the program.
 13. If I decide at a later date that I want another level of certification, do I have to start over with another complete program? No, call a WWU recruiter to determine your specific needs and requirements. The University offers its graduates abbreviated courses to add additional levels of certification so you can be an administrator at any grade, K-12.
 14. Where do I send all the forms in this Appendix? William Woods University, Graduate and Adult Studies, Coordinator of Off-Campus Support, One University Avenue, Fulton, MO 65251.
 15. I have read the EDU 557/657 syllabus, I have read this handbook, I have asked both my University supervisor and on-site supervisor and I still have an unanswered question. Who do I contact? Jim Head, jim.head@williamwoods.edu, 573-819-0593.

Field Experience

Activity Selection List

REMINDER:

1. A MINIMUM of 5 activities from each ISLLC standard
2. A MAXIMUM of 8 hours per activity
3. You must do a MINIMUM of 40 hours assigned to each ISLLC standard.
4. A total of 240 hours are required for the field experience.

MED ADMINISTRATION FIELD EXPERIENCE – SUGGESTED ACTIVITIES LIST

ISLLC STANDARD 1: MED -The Vision of Learning

Interview building principal about his/her vision, mission and or goals for the building. (What process is used to communicate and implement.

Review building CSIP and document the buildings progress.

Review professional development plan and document how it ties to CSIP.

Identify a building level need and develop a long-term (3-5 year) plan for addressing this need. (Use CSIP as a model for this project)

Analyze building level data to determine trends and future curriculum revisions or building improvement plans. (MAP, Crystal Reports, ACT, Drop Out & Attendance Rates, etc.)

Develop a process to inform the community and identify ways to garner support for building vision/mission statements(s). (School Newsletter, School Web page, press release, Community forums, etc.)

Attend district level administrative meetings. Discuss with principal pre and post meeting issues.

Attend district school board meetings and assist board secretary with note/record keeping of minutes.

Develop a mock survey to determine building level needs from the perspective of (1.) parents (2.) students (3.) business community (4.) staff.

Develop an agenda and serve as chairman for a building level meeting. (Example: FAC, Department Head meeting, Textbook selection committee, etc.)

ISLLC STANDARD 2: MED - The Culture of Learning and Instructional Program

Conduct a PBTE on a colleague. (Must do at least 4 separate evaluations)

Research new and innovative PBTE techniques. Example: Palm observations and walk through observations. Show research results through a reflection paper.

Assist building principal in developing program evaluation as required by MSIP. (Example: 1 & 5 year follow up, standard achievement data, etc.)

Attend an IEP meeting and record minutes of the meeting.

Attend an IEP meeting and record minutes of the meeting.

Interview Special Ed Director regarding role of LEA and do's and don'ts of the IEP and 504 processes.

Compare/Contrast your athletic handbook with another school.

Compare/Contrast your incentives for student achievement with another school.

Compare/Contrast your incentives for staff achievement with another school.

Develop and propose a plan for promoting and celebrating cultural diversity in your building.

Conduct a building analysis of the use of technology in instruction.

Become familiar with the building level at risk programs; discuss their function and the group(s) they serve.

Familiarize yourself with the DESE model for performance based principal evaluation and interview the Central Office official in charge of the districts PBPE.

ISLLC STANDARD 3: MED - The Management of Learning

Supervise Extra Curricular Activities. (Example: Concerts, Performances, Athletic functions, etc.)

Observe/participate in building level staff interviews.

Review building crisis plan and compare/contrast with another school districts plan.

Participate in student discipline. (Example: observe actual discipline conferences, assist principal with discipline issues, write a mock discipline letter to parents, include Special Ed. and extra curricular discipline issues – *interns may do up to 8 hrs. in this area*)

Review and report on building budget.

Participate in the construction and implementation of the Master Schedule.

Complete a facility appraisal of building and grounds and make recommendations on safety, security, and cleanliness issues.

Familiarize yourself with the requirements of core data and describe building level responsibilities for recording core data.

Become familiar with school management software of your building. Report on your building's program and its uses.

Describe the requirements of a building level school report card.

Review and revise if appropriate building discipline code and attendance policy review (and revise if appropriate).

Assist in scheduling and strategies for MAP testing.

Review procedures for substitute teachers and assist the principal with substitute appointments.

ISLLC STANDARD 4: MED - Relationships with the Community to Foster Learning

Assist with agenda for PTA/PTO meeting (Chair meeting if appropriate).

Devise a plan for participating in several community activities that are not school-related. (Service clubs, United Way, Chamber of Commerce, NAACP)

Review building and community partnerships currently in place in your school.

Become familiar with local agencies. (JJC, DFS/DYS, Police)

Work on collaborative agreements with local colleagues.

Assist in producing building newsletter for the community.

Write sample article for the local paper.

Write a press release.

Review current parent/community involvement in building and make suggestions.

Research and develop activities for black history month.

Assist in schedule security for events.

Assist in organizing a building level activity.

Assist and organize parent teacher conferences or open house.

ISLLC STANDARD 5: MED - Integrity, Fairness, and Ethics in Learning

Review FERPA and building access to student records. Interview administration with regards to its impact on your building and/or district.

Review building policies on bullying and harassment and compare and contrast with another school district.

Review building policies on equal access and compare and contrast with another school district.

Develop a personal and professional code of ethics for your building. If 1 already exists evaluate its components and effectiveness.

Review building level technology usage agreement and compare and contrast with another school district.

Review and analyze your buildings' adherence to title IX requirements.

Organize parent/community visit days and solicit input from the parents at the end of the visit.

Interview a building principal with regards to modeling integrity and ethical behavior.

Observe and review the procedures for ensuring due process throughout the entire building (students, staff, parents, etc.) Administration interviews can be a part of this interview.

Review building procedures for academic integrity (i.e. cheating) and compare and contrast with another school district.

Interview principal about procedure for dealing with student/parent complaints and confidentiality issues.

ISLLC STANDARD 6: MED - The Political, Social, Economic, Legal, and Cultural Context of Learning

Accompany the principal to a local or state association meeting. Attach agenda/program and react to session(s) attended.

Review and report on the major components of the NASSP, NMSA, and NAESP website.

Interview the principal regarding how he/she identifies decision-makers outside the school community and open lines of communication with them an education bill.

Interview local legislator(s) regarding their educational views and philosophies.

Attend a diverse community group meeting and present on a building level topic.

Attend a building level advisory community meeting (PAT, Healthcare, vocation, etc.)

Assist the principal with developing dialogue to help education community members on various topics (NCLB, AYP, Character Ed, etc.)

Identify and describe the function of the business and political leaders in your community.

Assist the principal with a presentation at a local school board meeting.

SPECIAL EDUCATION DIRECTOR
FIELD EXPERIENCE – SUGGESTED ACTIVITIES LIST

ISLLC STANDARD 1 - SPECIAL EDUCATION DIRECTOR

Review MAP manual.

Discuss testing environment for special populations.

Analyze data from multiple sources to identify strengths and needs of students and areas of needed program improvement.

Analyze MAP data using crystal reports.

Identify barriers to achieving vision and goals. Discuss strategies to address these barriers.

Utilize information and data from a variety of sources to look at current practice. Determine if there are interventions necessary to bring about high, measurable expectations for all students.

Discuss with principal and special education director the shared vision. Determine how to work collaboratively to engage staff and community in the vision and into assisting with achieving goals.

Review curriculum, discuss methods of modification for special education students. What is the process, who is responsible?

Discuss MAP-A administration and completion.

Gather information on Administrative Mentoring Program through DESE.

Create a professional development plan.

Review district Special Education Profile and Improvement Plan.

Review state plan for Special Education and state compliance plan.

Evaluate district procedures for informing staff about special education policies and procedures.

ISLLC STANDARD 2 – SPECIAL EDUCATION DIRECTOR

Attend administrator's meetings.

Conduct an IEP Meeting.

Create program evaluation method and reporting form.

Attend curriculum alignment meetings as a member of vertical and horizontal teams.

Attend grade level meetings.

Discuss with principal/special education director definition of rigorous curriculum. Develop rubrics for curriculum that embrace development, learning and motivational theory.

Become familiar with walk through forms. Participate in a building walk through with administration.

Interview a Principal regarding the role of the administrator as instructional leader.

Meet with Special Education Director to discuss district compliance plan and IEP forms.

Review or participate in Para-professional in-service/training.

Participate in special education curriculum writing as it pertains to the district curriculum.

Examine district transition process/services at the high school level.

Attend any early childhood special education IEP meeting.

Review MAP-A requirements and procedures.

ISLLC STANDARD 3 – SPECIAL EDUCATION DIRECTOR

Discuss student handbook and discipline plan with principal.

Discuss board policies for discipline with principal.

Look at special education budget forms, timelines, and district special education budget with director.

Discuss methods of program evaluations, forms, process.

Discuss norms for student and faculty behavior with principal

Look at strategic plan for the district and how this is supported by special education staff. Write goals and objectives.

Discuss confidentiality issues for student health records.

Examine emergency procedures with building principal as they relate to any Special Needs students.

Complete sample budget forms utilizing special education budget information.

Attend and participate in district special education department meetings.

Examine compliance issues of IEP.

Review a Manifestation Determination form and attend a hearing.

Review Functional Behavior Assessment-Behavior Intervention Plan.

Interview Special Education Director and school administrators on dealing with advocates/attorneys.

Review transportation policy as it relates to handicapped pickup.

ISLLC STANDARD 4 – SPECIAL EDUCATION DIRECTOR

Meet with Division of Family Services to discuss range of services provided to students, circumstances and procedures for hotline calls.

Participate in parent/teacher conferences.

Develop a sample strategy to promote a positive community and media relations effort.

Design and develop a strategy to promote diversity as an asset to the school community (cultural, ethnic, special interest...).

Meet with the community health department to discuss health issues such as head lice, nutrition, etc. that impact students.

Identify and list key stakeholders and stakeholder groups within the community.

Develop strategies that allow for collaboration between parents, school and community.

Create a list of agencies that work within the community to serve students with special needs.

Plan and develop an activity that brings together parents, community and family in a collaborative manner.

Actively participate in local or state Special Olympics.

Interview a parent of a special education student on their vision of educating their child.

Review procedures for informing the community about IDEA policies and procedures.

Become familiar with local, state and national advocacy groups and the Department of Mental Health.

ISLLC STANDARD 5 – SPECIAL EDUCATION DIRECTOR

Complete a philosophy of education paper, which discusses personal values, beliefs, and assumptions as they pertain to student learning.

Utilizing information from data analysis, complete a plan for achieving a short-term goal of your own choosing.

Define and explore high quality professional development and provide examples.

Analyze personal strengths and weaknesses and establish goal for personal growth.

Develop a district code of ethics as it pertains to the administrator.

Create a board presentation which outlines how an administrator impacts student learning, the community and the mission and vision within the district.

Complete a walk through evaluation with the principal/special education director.

Discuss teacher evaluation with principal/director. Participate in teacher evaluation.

Look at PBTE training and forms.

Review and evaluate district procedures on training “regular education” staff in dealing with different disabilities.

Discuss with special education staff any district codes of ethics when dealing with IEP/504 students.

Examine and know parents’ rights and due process.

ISLLC STANDARD 6 – SPECIAL EDUCATION DIRECTOR

Evaluate and prepare a document outlining the demographics of the community.

Identify key issues for school/community relationships based on demographics, stakeholder groups, other data determined from the community, and address the issues with a goal for district strategic plan.

Identify any social, cultural or economic issues, which effect the school population. Identify strategies for creating a collaborative effort to alleviate concerns in these areas.

Attend a state special education conference.

Review district procedures on Pyramid of Interventions for at-risk/special education students.

Attend a Local Administrators of Special Education (LASE) meeting.

Interview state and/or federal legislators on IDEA laws, policies and funding. Talk to them about their experiences with advocacy and lobbying groups.

Review and know districts procedure for reporting child abuse.

EDUCATION SPECIALIST ADMINISTRATION FIELD EXPERIENCE - SUGGESTED ACTIVITIES LIST

ISLLC STANDARD 1 – EDS ADMINISTRATION

Write a written review of the current Comprehensive School Improvement Plan (CSIP) for the district and use the review as an artifact

Write a personal mission statement for your administrative vision.

Write and present to a group of educators (video-taped if possible) what your vision would be for a school district and its students; describing how you would “live” the vision and what initial actions you would take to put the vision to practice.

Prepare a report for the Board of Education on how your building performed on the most recent achievement tests and your plan for improvement of scores.

ISLLC STANDARD 2 – EDS ADMINISTRATION

Ask to attend a few staff meetings of central office administrators that are scheduled with the superintendent (e.g. executive cabinet meetings, department meetings, administrative council meetings).

- Write minutes of the meetings to distribute to the participants and to also use as artifacts.

Write a plan or proposal for the superintendent on a school district improvement issue (attendance increase, teacher absenteeism, student dress or behavior, reading skills, at-risk tutoring) and present your plan to the district administrators, Board of Education or principals.

- Use the written plan/proposal as an artifact.

Plan and coordinate a professional development day for the district staff or a student recognition event for the entire district.

Review district curricula and develop GLEs (Grade Level Expectations) or benchmarks aligned with the state frameworks and subject area benchmarks.

Attend and actively participate in an IEP.

In a school different from your own, observe several classrooms where several different subject areas and grade levels are taught. Identify how closely each observed instruction was aligning learning to the district curriculum or GLEs.

ISLLC STANDARD 3 - EDS ADMINISTRATION

Read a current non-fiction book related to an educational concern or learning issue and write a book report on your assessment of the contents.

In a school different from your own, observe several classrooms where several different subject areas and grade levels are taught. Identify how closely each observed instruction was aligning learning to the district curriculum or GLEs.

Ask to attend a few staff meetings of central office administrators that are scheduled with the superintendent (e.g. executive cabinet meetings, department meetings, administrative council meetings).

Write minutes of the meetings to distribute to the participants and to also use as artifacts.

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- Use the written plan/proposal as an artifact

Plan and coordinate a professional development day for the district staff or a student recognition event for the entire district.

Review district curricula and develop GLEs (Grade Level Expectations) or benchmarks aligned with the state frameworks and subject area benchmarks.

Attend and actively participate in an IEP.

Sit on an Interview Committee and contribute questions, scoring and recommendations for hiring.

Write a technology or assessment plan for the district using guidelines required for MSIP (MO School Improvement Program).

- Use the resulting plans for artifacts.

Plan and conduct a district job fair to obtain applicants for district faculty and staff.

- Use the advertisement, or other paperwork (e.g. schedules, information packets compiled, interview score sheet forms) to serve as related artifacts with accompanying narrative/reflective comment.

Sit in on a vendor presentation that seeks the district wide purchase of a product (e.g. insurance, textbooks, computers, signs, food products).

- Write a reaction paper that describes the pros and cons of purchasing the presented product and your purchase recommendation with detailed explanations of your decision to use as an artifact.

Prepare a district travel budget for an academic year for all administrators in central office; include mileage, food, lodging, conference registration fees, etc.

Job shadow a district-level administrator for 4 hours.

Interview a district-level administrator and write a reflection on how their job responsibilities and tasks align with ISLLC standards.

Serve on any district-level committee (e.g. insurance, crisis management, curriculum review, budget, calendar preparation, scheduling, PDC).

- Use meeting minutes, agendas or reminders as corresponding artifacts and write a narrative/reflective comment to accompany the artifact.

Conduct a “walk through” of one of the school buildings in your district and evaluate the safety, cleanliness and aesthetic “beauty” of the building, noting specifics where safety factors and standards were not in compliance.

- Develop a check-sheet or write a report of your findings to use as an artifact.

Supervise district wide events (e.g. Fall Festivals, Community Events, sports tournaments, parent programs, concerts, art shows).

Help collect and input district information for DESE’s Core Data reporting.

Sit in on a “meet and confer” session when the teachers are presenting a request for increases in salaries or other benefits for the upcoming yearly budget.

- Write a reaction to their request and indicate whether or not you, if a superintendent, would approve the request. If not, explain why.

Draw an organizational chart of the reporting and line/staff positions of the district personnel and indicate any changes that may be needed to comply with MSIP guidelines for administrators as related to student populations.

Present to the district’s Athletic Booster Club(s) on a district policy or provide the rationale behind student eligibility from the district’s point of view.

ISLLC STANDARD 4 – EDS ADMINISTRATION

Attend a Board of Education meeting for a school district.

- Write minutes for the meeting in the same format that the Board Secretary would follow.

Attend (with the district superintendent or assistant superintendent) a civic organization meeting (e.g. Rotary, Chamber of Commerce, Kiwanis).

- Use the meeting minutes, agenda or announce as corresponding artifact with accompanying narrative/reflective comment.

Prepare a PowerPoint™ presentation on a district issue or overview for the superintendent or assistant superintendent to use at a community-based organization meeting presentation.

- A sampling of the slides with narrative/reflective comment can also be used as an artifact.

Attend a PTO or parent task force meeting.

- Use the minutes, agenda or handouts from the meeting as an artifact with accompanying narrative/reflective comment.

Present at a district level or regional organization meeting (e.g. southwest principals or superintendents meeting, district wide PDC, staff meeting at high school).

Plan and coordinate a meeting for a district program Advisory Board or community-based organization.

- Use the meeting announcement, agenda or minutes that you create with an accompanying narrative/reflective comment as an artifact.

Join and/or attend a meeting of the MARE (Missouri Assoc. of Rural Educators) or MASA (Missouri Assoc. of School Administrators).

Attend a workshop that informs educators about recently passed legislation or on grant proposal writing, etc.

- Write a grant application/RFP and use it as an artifact.

Interview county, community or district Board members or commissioners on their philosophies of education.

- Write a reflection/reaction paper on your analysis of your findings and how they compare to your philosophy of educational administration.

Help create an educational partnership with the district and a local business.

Conduct a parent conference (with another district administrator present) concerning a student behavior, attendance or special needs issue.

ISLLC STANDARD 5 – EDS ADMINISTRATION

Write a personal code of ethics for district administrators or superintendents.

Interview an area Superintendent regarding their personal code of ethics and how they model these beliefs to their school and community.

Research what impact diversity has had on today's schools.

Examine programs and activities in your district that promote diversity.

Interview a Curriculum Director regarding the assurance of academic success for all students beyond the State and Federal mandates.

Research or attend a conference on Ethics in the Work Place.

Interview board members regarding their expectations for Work Place Ethics as it relates to school administrators.

ISLLC STANDARD 6 - EDS ADMINISTRATION

Visit and/or job shadow a supervisor or director at the MO DESE (Missouri Dept. of Elem. & Secondary Education) in Jefferson City, or meet and interview one of these state employees.

- Write a reflective paper on your findings and evaluation of the meeting.

Attend a state legislative session or congressional sub-committee on education hearing.

Participate in a state educational or DESE-sponsored conference.

- Write a reflective paper on your evaluation of the conference to use as an artifact.

Contact MSBA (Missouri School Board Association) to identify the services they offer school districts and either attend one of their workshops or write up the list of services and other MSBA information to also serve as an artifact.

Write an article to the local newspaper in support of a district bond issue and why its passage would help education (this can be done on a hypothetical basis if your community is not involved in a bond issue or prop C rollback effort).

Attend a meeting of the State Board of Education.

- Use the Board agenda of this meeting to write a reflection to what they considered and what action was taken to use as an artifact.

Write a press release for local news that reports on something positive happening in your district.

EDS CURRICULUM AND INSTRUCTION
SUGGESTED FIELD EXPERIENCE ACTIVITIES

ISLLC STANDARD 1 – EDS C&I

Interview a curriculum director about his/her vision, mission and goals.

Review professional development plan and document how it ties to curriculum issues.

Analyze building data to determine trends and future curriculum revisions or building improvement plans.

(MAP, Crystal Reports, ACT, Drop-Out Rates etc.)

ISLLC STANDARD 2 – EDS C&I

Develop a lesson plan using various (3-4) learning styles/strategies.

Develop an in-service program to make a specific department more user friendly.

Discuss with district administrators the role of the curriculum director as it relates to PBTE.

ISLLC STANDARD 3 – EDS C&I

Researching and/or participation in a grant proposal and how it relates to curriculum development.

Become familiar with the process of analyzing and interpreting test data.

Become familiar with future local, state and national curriculum directions and initiatives.

ISLLC STANDARD 4 – EDS C&I

Develop a plan for identifying and measuring individual student accomplishments.

Write a sample news release for MAP data.

Identify community organizations and leaders that have a vested interest in the schools curriculum.

ISLLC STANDARD 5 – EDS C&I

Review policies regarding issues of academic integrity.

Show how your district implements technology in their district curriculum.

Discuss with district administrators how the school insures the appropriate use of technology.

ISLLC STANDARD 6 – EDS C&I

Become familiar with DESE's role as it relates to curriculum supervision and development.

Become familiar with the legislative process as it relates to public education.

Research school law decisions that have had a direct impact on public school curriculums.

Attend a board meeting that is dealing with a curricular issue.

APPENDIX

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William Woods University
Field Experience
Field Supervisor

Acceptance Agreement *

*Students will submit this form to the University via fax at 573-592-1656 or mail to:

Attn. Graduate Education Program, William Woods University
One University Avenue, Fulton, MO 65251

Name of Field Supervisor: _____ Phone: _____

Social Security Number (Necessary for stipend payment) _____

Name of Supv. School District: _____
(Or last school district if recently retired)

Supv. Contact Phone: _____ Supv. Fax: _____

Supv. E-mail Address: _____

Highest Degree Held: _____ Year Supt. Certification was granted: _____

Current Position Title: _____ Total year(s) of experience: _____

I hereby agree to supervise (Student Name) _____

in MED/EDS/SPEC.ED/INDEP. STUDY (circle one) Cohort # _____ for field experience activities for their Graduate Education program beginning today __/__/____ until program ends on __/__/____. I understand that the field experience is designed to provide the above named student

with a variety of administrative and supervisory experiences. I am willing to work with this student and the William Woods University supervisor in developing and providing an appropriate set of experiences. I also agree to participate in the review, and assessment of the student's performance during the field experience, and to provide feedback for instructional and evaluative purposes.

My signature further assures that I have accredited certification in the area that I am agreeing to supervise.

Supervisor Signature

Date

William Woods University
Application to Enroll in Field Experience

Name: _____ Date: _____

Home Address: _____

Street/Box

City

State

Zip

Home Phone: _____ Work Phone: _____

Email: _____

The following info. pertains to the location at which the field experience is to take place:

Location: _____ Phone: _____

Address: _____

Street/Box

City

State

Zip

Field Supervisor's Name: _____

Title: _____ Years in the Position: _____

Please provide directions to this building: _____

Please provide available day(s) and time(s) for visitation: _____

**William Woods University
Graduate Education**

Student Agreement*

***This form is to be submitted to your facilitator at the start of your internship.**

I understand that I am participating in a Field Experience sponsored by William Woods University. I recognize that the Field Experience is subject to the rules, regulations, and policies of the University and the cooperating school district, as well as any others deemed appropriate by the University and/or Field Supervisors.

I understand that I am not covered by William Woods University fringe benefits and that it is my responsibility to make arrangements for my own insurance, including accident, health, and hospitalization, if desired. I will not hold William Woods University liable for injury or death that might occur as a result of this Field Experience.

I understand that during the Field Experience I will be representing William Woods University and that I will do nothing that would adversely affect its image. I agree that if my behavior is deemed improper or detrimental to the cooperating school system or William Woods University, I will withdraw from the Field Experience and accept a grade of unsatisfactory (U).

I understand that failure to abide by the policies and procedures of the Field Experience program will result in termination with a grade of (U). I further agree that I will:

- Avoid becoming involved in ideological disputes.
- Maintain the confidentiality of records and internal matters at all times.
- Not be in possession or use any item that is considered a controlled substance (except under the direction of a physician), alcohol, or firearm while on the cooperating school or University property during my Field Experience.
- Dress professionally for Field Experience activities.

I HAVE READ AND UNDERSTAND THIS AGREEMENT. THE NATURE, SCOPE, AND POLICIES OF THE INTERNSHIP PROGRAM HAVE BEEN EXPLAINED TO ME AND I AGREE TO ABIDE BY THEM.

Signature

Student ID Number

Date

Request for Payment for Field Supervision

I have completed the supervision, mentoring and evaluative responsibilities required of me for the following student, and am requesting compensation for these services:

Student's Name: _____

MED/EDS/SPEC. ED/INDEP. STUDY (circle one) Cohort #:

Your Name: _____

Day Phone: _____

Your Social Security Number (required for payment) _____

Address to mail compensation check*:

- The University is unable to compensate school districts or schools for these services performed by you. Checks will only be made payable to individual supervisor names.
- Payment is made within 6 months after the student has graduated. If you have questions concerning receipt of this payment, please contact the Director of Graduate Education Programs at (573) 592-4339.

Again, thank you for the time and effort you expended as a Field Experience Supervisor for this student.

**WILLIAM WOODS UNIVERSITY
EVALUATION
FIELD EXPERIENCE**

Student Field Experience Evaluation

Student: _____

Field Experience Dates: _____ through: _____

Field Supervisor: _____

School District: _____

Please use the chart below in evaluating the performance of the student who has completed the field experience under your supervision. Thank you for your cooperation.

	Superior	Above Average	Average	Below Average	Unsatisfactory	Unable to Observe
Punctuality						
Attendance						
Appropriate Attire						
Cooperation						
Community Involvement						
Ability to Organize and Perform Assignments						
Problem Analysis						
Decisiveness						
Ability to use Supervision (seek and use help, accept criticism)						
Personal Motivation						
Judgment						
Written Communication						
Oral Communication						
Sensitivity						
Stress Tolerance						
Educational Values						
Range of Interests						
Ability to Relate to Certified Personnel						
Ability to Relate to Non-certified Personnel						
Ability to Relate to Students						
Overall Performance						

WWU Field Experience Reflection Paper Form

Name _____

Date _____

School District where Field Experience Activities were performed:

MED/EDS/SPEC. ED/INDEP. STUDY (Circle One)

COHORT # _____

Cohort Location _____

ISSLC Standard being addressed _____

Listing of Activities completed under this standard _____

Directions: In 2-3 single-spaced and word processed pages, describe why these field experiences address the ISSLC standard/indicator listed above.

Give a brief description of the experiences under this standard and indicate what you might modify if you applied this in the future. Tell what you learned through these field experience activities; identify the strengths and weaknesses of these experiences and or your personal growth from these experiences; then give your general evaluation of the activities performed under this standard.

Feel free to include any final thoughts you may have.