

CLINICAL EXPERIENCE HANDBOOK

PRINCIPAL PREPARATION PROGRAM



TABLE OF CONTENTS

CLINICAL EXPERIENCE HANDBOOK – PRINCIPAL PREPARATION PROGRAM	
<u>DESCRIPTION OF THE CLINICAL EXPERIENCE</u>	3
<u>ROLES OF MENTORS</u>	3
<u>RESPONSIBILITIES OF MENTORS</u>	3
<u>RESPONSIBILITIES OF STUDENTS</u>	3
<u>RESPONSIBILITIES OF CLINICAL PROFESSOR</u>	4
<u>PROGRAM AUDIENCE</u>	5
<u>PROGRAM GRADUATE</u>	5
APPENDICES	
<u>APPENDIX A – CLINICAL SYLLABUS</u>	6
<u>APPENDIX B – MASTER’S PROGRAM</u>	9
<u>APPENDIX C – CLINICAL LEARNING PLAN TEMPLATE</u>	12
<u>APPENDIX D – MENTOR CONTRACT</u>	13
<u>APPENDIX E – MENTOR IMPRESSIONS/APRAISAL</u>	14

DESCRIPTION OF THE CLINICAL EXPERIENCE

The Clinical Experience is captured in two, two semester-long classes where students are required to complete a total of 160-200 hours. Because students will be certified as K-12 school administrators, they must fulfill one Clinical Experience at the preschool/elementary level and one at the middle/secondary level.

Students develop a Clinical Learning Plan before beginning each experience. The Plan includes the student's Professional Platform, leadership standards s/he plans to address, learning goals s/he needs to accomplish, and action steps designed to reach those goals. The CLPs are approved by the clinical professor and are shared with the mentor by the students at the start of each experience. They are meant to be a guide and are flexible to allow the mentor and student to collaborate and design appropriate learning activities to fit specific situations.

In order to give students a wide variety of experiences and opportunities, and to learn from different settings, as a general rule, no more than half of the student's time may be spent in their own district.

For further details about the Clinical Experience (**Appendix A**) or Drake's Masters of Education Principal Preparation (**Appendix B**), please refer to the appendix for the syllabus and program description.



ROLES OF MENTORS

Mentors are selected in a collaborative manner between the clinical professor and student, and play a vital role in the preparation and development of the students for entry-level administrative positions. Mentors will be a role model, a resource, and an essential positive influence for students in their Clinical Experience.

RESPONSIBILITIES OF MENTORS

- Converse, when needed, with the clinical professor to learn about the program and expectations and to have any questions

answered.

- Sign and return Mentor Contract. (**Appendix D**)
- View on-line informational/training materials
- Review and discuss the student's Clinical Learning Plan (**Appendix C**) paying particular attention to goals to be accomplished.
- Commit the time necessary to plan for, provide, and support authentic learning experiences for students.
- Contact with clinical professor, if needed, for formative evaluation discussions.
- Engage in feedback sessions with students to help them grow and learn.
- Share with the clinical professor via telephone, e-mail, or face-to-face summative evaluation comments. (**Appendix E**).

RESPONSIBILITIES OF STUDENTS

- Be well prepared for Clinical Experience by successfully completing the course work, Field Based Learning Assignments, Individual Learning Plan components (especially the Professional Platform), standards reflections for the portfolio, and self assessment of achievement in the course objectives.

- Work with the clinical professor before beginning each of the Clinical Experiences.
- Create and submit a Clinical Learning Plan for approval by the clinical professor before meeting with the mentor in Clinical I (EDL 280) and a revised Clinical Learning Plan with new and/or additional goals before meeting with the mentor in Clinical II (EDL 281).
- Submit “reflective journals” to the clinical professor during both Clinical Experiences (3 minimum per Clinical.)
- Submit a synthesis (Professional Notes) of the experience to the clinical professor.
- Report approximate hours with each journal, and culminating hours with the Professional Notes.
- Submit assignments when due unless alternative arrangements are made in advance with the clinical professor.
- Participate in a learning seminar for each clinical

TABLE OF ASSIGNMENTS

CLINICAL 280 (2 SEMESTERS)	CLINICAL 281 (2 SEMESTERS)
Submit a Clinical Learning Plan	Submit a Revised Clinical Learning Plan
DISCUSS CLP WITH MENTOR	
Reflective Journal # 1	Reflective Journal # 1
Reflective Journal # 2	Reflective Journal # 2
Reflective Journal # 3	Reflective Journal # 3
Professional Notes	Professional Notes
Participate in Seminar	Participate in Seminar

RESPONSIBILITIES OF CLINICAL PROFESSOR

- Coordinate mentor/student placements.
- Verify commitment of mentors.
- Supply contract to mentors
- Collect and file Mentor Contracts.
- Maintain contact with mentors for formative evaluation discussions as needed during the semester.
- Work with students in creating the Clinical Learning Plan.
- Provide feedback on “experience journal” reflections and professional notes from students.
- Complete an assessment of student accomplishment of the course objectives and submit to the program faculty for inclusion in the program assessment database.
- Complete Mentor’s Impressions, summative evaluation, for department files.
- Prepare and facilitate Learning Seminars.



PROGRAM AUDIENCE

This program has been designed for students aspiring to be:

- Principals
- Associate/assistant principals
- Curriculum coordinators
- Deans of students
- Teacher leaders
- Athletic directors
- Area Education Agency consultants
- Department of Education consultants

PROGRAM GRADUATE

As a new administrator, the Drake graduate in Educational Leadership will demonstrate:



- Readiness for leadership.
- Commitment to students and their learning.
- Intellectual curiosity and scholarship.
- Commitment to the professional development of adults in the schools.
- Commitment to ongoing learning.

APPENDIX A – CLINICAL SYLLABUS

Drake University Syllabus for EDL 280 & 281 Clinical I & Clinical II

Course Description:

Clinical experiences are designed to integrate students' learning from course work, the standards, and field-based learning. Students will work in educational and other approved settings with selected mentors.

Teaching Methodology:

These courses will be authentic experiences structured and guided at the individual student's mentor sites. Faculty will act as facilitators of learning and support student needs as the experience proceeds. E-mail, telephone, and (when possible and appropriate) face-to-face contact will be an integral component of the Clinical Experience.

Topics – Academic Content:

- Connecting the goals of the Clinical Learning Plan to clinical opportunities
- Synthesizing previous course work, standards, FBLAs and the ILP through clinical experience
- Addressing all of the standards through clinical experience
- Working effectively with mentors
- Using Blackboard to communicate with faculty and cohort members

Student Study and Readings:

Will be determined by the clinical placement, focus of the experience, and by mutual decisions of the mentor, clinical advisor and individual students.

Grading Procedures

Students are required to submit journal entries according to the assigned due dates, and maintain a contact/feedback log with their mentors. At the culmination of each clinical, the clinical professor will evaluate the student using participation, reflective journals, professional notes and mentor comments. Clinical professors will visit with students prior to the start of each clinical, at various times during the experience, and at the culmination of each experience.

- **A – quality graduate work & 120+ hours**
 - Comprehensive in content and reflection, well-written, submitted on time, supports the CLP, includes an approximation of hours and activities
- **B - quality graduate work & 100+ hours**
 - Comprehensive in content and reflection, well-written, submitted on time, supports the CLP, includes an approximation of hours and activities
- **Fewer than 100 hours and/or lack of quality graduate work**
 - May result in an incomplete grade or retaking the course

Special Note on Hours - Since shadowing your mentor (or another administrator) for a full day (from bell to bell) is an exceptionally strong learning opportunity, two shadowing days (15 hours each) may be counted for Clinical I and Clinical II (60 hours total). Generally, students complete their first shadow day with their mentor(s). A second shadow day may be with another administrator, who can provide a unique opportunity for you to interact at a different level, position or district, further your clinical goals, or examine a diverse setting.

The State of Iowa requirement for clinical experiences is 400 hours. With the 120 hours – 1st clinical, 120 hours – 2nd clinical, and 16 hours average for each Field Based Learning Project (10 x 16), you will have a well-rounded program of clinical practice that meets state requirements.

Table of Assignments

Clinical 280	Clinical 281
Submit a Clinical Learning Plan	Submit a Revised Clinical Learning Plan
Discuss CLP with Mentor	
Reflective Journal # 1	Reflective Journal # 1
Reflective Journal # 2	Reflective Journal # 2
Reflective Journal # 3	Reflective Journal # 3
Professional Notes	Professional Notes
Participate in Seminar	Participate in Seminar

Course Objectives:

Students will be able to:

- Connect theory and practice during the clinical experience
- Provide evidence of their growth in knowledge and application of the standards in real settings
- Articulate the responsibilities, challenges and positive aspects of being an administrative leader

Standards Addressed:

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

- 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.
- A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
- 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.

Technology Required:

Students must have access to and be able to use a personal computer for posting journals and professional notes.

Special Needs Considerations:

Students with documented disabilities that effect their ability to participate fully in the course or who are require special accommodations are encouraged to speak with the instructor so appropriate accommodations can be arranged.

Academic Dishonesty:

Academic dishonesty encompasses any activity that seeks to gain credit for work one has not done, provide assistance to others seeking to gain such credit, or deliberately damage or destroy the work of others. Academic dishonesty includes, but is not limited to, (1) Plagiarism - misrepresenting another's ideas, phrases, discourse, or works as one's own; (2) Cheating - the act, or attempted act, of giving or obtaining aid and or information by illicit means in meeting any academic requirements, including examinations.

The penalty for plagiarism, cheating, and other forms of academic dishonesty will vary from incident to incident, depending upon the scope and magnitude of the offense and the circumstances in which it occurred. Possible penalties may include any of the following: reprimand, dismissal from the course with a failing grade, probation, suspension, and/or dismissal from the University.

Course Evaluation / Assessment Program:

Students will complete a self-assessment (utilizing the program rubric) of their accomplishment of the course objectives.

Students will have the opportunity to complete evaluate the course and instructor at the last day of class, utilizing the School of Education feedback template. This instrument provides feedback about the course and the performance of the instructor

APPENDIX B – MASTER’S PROGRAM

Drake University Masters of Science in Education Education Leadership with Principal Endorsement

Program Design

The program is a two-year cohort with weekend classes. A total of thirty-six hours of credit are required for completion: three in the beginning seminar, twenty-seven in course work and six in Clinical Experience. Courses include practice-based learning projects and case studies so that theory and practice are integrated throughout the curriculum. The ten courses and two clinical experiences are designed to integrate the Iowa Standards for School Leaders (ISSL). The program is Web-assisted so that optimal communication is provided for students and faculty.

Program Vision

The Education Leadership Program at Drake University prepares candidates to become leaders who are catalysts for ethical, thoughtful and sustainable change.

Program Mission

We prepare organization leaders who model exemplary practices that positively impact others.

Program Courses

Course Numbers and Names

EDL 270	Personal and Professional Assessment Seminar
EDL 271	Leadership and the Profession
EDL 272	Organizational and System Behavior
EDL 273	Instruction and Learning
EDL 274	School and Community in a Diverse Society
EDL 275	Planning, Research, Measurement and Evaluation
EDL 276	Applications of Law, Mandates and Policies
EDL 277	Current Issues in Special Education Administration
EDL 278	Supervising Instruction *
EDL 279	Managing Schools
EDL 280	Clinical Experience I
EDL 281	Clinical Experience II

* Meets all Evaluator Approval state requirements

Course Descriptions

EDL270 Personal and Professional Assessment Seminar

The purpose of EDL 270: Personal and Professional Assessment Seminar is to provide students with a working knowledge of the Iowa Standards for School Administrators and their relationship to leadership for learning. Students will also begin to develop an awareness of what effective leaders do to improve learning in their organizations.

Multiple assessment measures (e.g. social style, learning style, emotional intelligence, etc.) will be completed to assist learners in developing a vision and a plan for completing the program. This information will be utilized in generating Individual Learning Plans (ILP's) and the initial thinking and planning for students' developmental portfolios. The ILP and portfolio will serve as anchors for student development throughout the program.

A review of the total program (courses, seminars, differentiation between field and clinical experiences, assessment, policies and procedures, and use of required technology) will also be included in the seminar.

EDL271 Leadership and the Profession

The purpose of EDL 271: Leadership and the Profession is to help students explore the concepts of leadership as they apply to schools. Concepts will be examined in their historical and contemporary contexts. The content will be focused on contemporary views of leadership with an emphasis on the role expectations for school leaders.

EDL272 Organizational and System Behavior

This course is an introduction to contemporary systems theory and its applications to educational practice. Emphasis is placed on the role of the building level administrator in building and sustaining a learning community.

EDL273 Instruction and Learning

The purpose of EDL 273: Instruction and Learning is to review and analyze the principal theories and models of learning, and the design of curriculum and instruction in PK-12 schools. Emphasis is placed upon the role of the school principal as an instructional leader.

EDL274 School and Community in a Diverse Society

The purpose of EDL274: Community and Society is to provide the students with the opportunities to explore community and school partnerships as they relate to students and families. Students will investigate the impact of diversity and equity relative to parent/family involvement including quality, two-way communication and decision-making.

EDL275 Planning Research, Measurement and Evaluation

The course centers on effective planning and application of research in the role of school administrator. Students will develop basic foundations for finding, analyzing and applying research to current school questions and problems.

EDL276 Applications of School Law, Mandates and Policies

This course provides students with a basic understanding of how school laws, mandates and policies impact school administrators as they perform their responsibilities. Practical application of the academic content will be a central focus of instruction and student participation in the class.

EDL277 Current Issues in Special Education Administration

The purpose of EDL277: Diversity in Schools is to address a core responsibility of school leadership: leading for the benefit of all learners, including students with disabilities and other special needs. This course focuses on leadership for ensuring that the needs of students are the first priority in curriculum, instruction, assessment and school organization. Also emphasized will be the ethical, legal and professional dimensions of a school culture that promotes and values diversity.

EDL278 Supervising Instruction

The purpose of EDL278: Supervision of Instruction is to provide students the opportunity to gain knowledge and skills necessary for effective supervision of teachers. Supervision will be studied within the context of accountability in the educational system. Completion of this course will provide the Evaluator Approval requirement with the Iowa Board of Educational Examiners.

EDL279 Managing Schools

This course provides an overview of the management tasks for which school administrators are responsible. Grounding questions for the course will be: "How do management tasks and functions contribute to student learning?" and "How do leaders for learning operate differently from traditional managers?"

EDL 280 & 281 - Clinical I & Clinical II

Clinical experiences are designed to integrate students' learning from course work, the standards, and field-based learning. Students will work in educational and other approved settings with selected mentors.

Program Audience

This program has been designed for students aspiring to be:

- Principals
- Associate/assistant principals
- Curriculum coordinators
- Deans of students
- Teacher leaders
- Athletic administrators
- Area education agency consultants

The Program Graduate

As a new administrator, the Drake graduate in Educational Leadership will demonstrate:

- Readiness for leadership
- Commitment to students and their learning
- Intellectual curiosity and scholarship
- Commitment to the professional development of adults in the schools
- Commitment to ongoing learning

APPENDIX C – CLINICAL LEARNING PLAN TEMPLATE

DRAKE UNIVERSITY MASTERS OF SCIENCE IN EDUCATION CLINICAL LEARNING PLAN

NAME: _____
DRAKE ID #: _____
COHORT: _____
DATE: _____
TERM: _____

COURSE OBJECTIVES:

- Connect theory and practice during the clinical experience
- Provide evidence of growth in your knowledge and application of the standards in real settings
- Demonstrate and advocate for your own learning consistent with your Individualized Learning Plan, and Standards

PERSONAL AND PROFESSIONAL VISION:

Review the Individual Learning Plan and Professional Platform you developed at the beginning of the program. Add, delete, enhance your thoughts to provide a vision and thinking about the clinical experience and your approach to its successful completion. (2 or 3 paragraphs)

KEY STANDARDS ON WHICH I NEED WORK:

Select the administrative standards on which you would like to focus to increase your skills and/or understandings. This is the **WHERE** you feel you need to do further work.

GOALS FOR THE CLINICAL EXPERIENCE:

Create goals – with action verbs – two or three broad- two or three specific, tied to the standards you selected. This is the **WHAT** you need to know to enhance your skills or knowledge.

PROPOSED PLAN FOR ACCOMPLISHING THE GOALS AND OBJECTIVES:

Describe your plans and actions for accomplishing your goals. This is the **HOW** you expect to fulfill or achieve the goals you stated above.

Remember this is a guide, only a guide – one you discuss with your mentor - change or adjust as needed to take advantage of the overall experience!
We certainly can't plan everything for a Clinical!

APPENDIX D – MENTOR CONTRACT

DRAKE UNIVERSITY

Masters Program Mentoring Agreement Principal Preparation

This agreement is made this _____ day of _____, 20____, by and between Drake University and _____, referred to as “Mentor”

As the Mentor:

I agree to provide professional expertise for _____ as s/he moves through the Clinical phase of the Masters Program.

I am willing to coach him/her and provide authentic experiences in management and leadership responsibilities as he/she prepares to assume an educational leadership position. In addition I agree to share my evaluative comments with the student’s clinical professor.

By signing I verify I hold current Evaluator Approval.

Duration:

The Masters Program requires two (2) Clinical experiences – one at the Elementary Level and one at the Secondary Level. Each Clinical experience covers two semesters.

This Clinical is for the _____
(Semester)

Stipend:

Drake does not offer a stipend.

Termination:

Either of the parties may terminate this agreement by a two-week notice to the other partner.

By: _____	_____
Clinical Professor for <i>Drake University</i>	Mentor for
_____	_____
Institution	District

Agreement to serve as a mentor is now required by the Department of Education through Chapter 79. Please sign and return.

APPENDIX E - MENTOR IMPRESSIONS/APPRaisal

DRAKE UNIVERSITY Clinical Mentor Questions

Submitted in writing, via e-mail, in-person or via telephone conference:

1. Please give your overall impression of this student and his/her commitment to the clinical experience?
2. What did you observe to be this student's strongest leadership traits and talents?
3. How would you describe this student's rapport with staff, students, colleagues and parents?
4. Did you observe or detect any "red flags" or ethical concerns with this student?
5. Do you see this student as a successful leader or administrator?

Responses will be kept confidential! If the mentor chooses s/he may share with the student.