

Leadership Seminar: Field Experience III
3 credits

EDL 857

Course Description

This seminar is designed to assist the student in gaining practical understanding of and experience in the varied responsibilities held by a district administrator. Placement and activities will be facilitated by the candidate in conjunction with the university supervisor and on-site mentor. In addition to on-site work, students will analyze required readings and participate in class activities that will help students understand the intern experience while developing a personal leadership philosophy. The field experience goals are intended to provide professional preparation and professional learning by incorporating the knowledge base and principles of the Wisconsin Administrator Standards for Superintendent (03) Licensure to assure superintendent candidates are prepared for high quality professional practice. Blending knowledge, practice, politics, ethics, traditions and new visions and perspectives within Field Experiences I, II and III will help prepare candidates for the myriad situations, interactions and events that occur in Pk-12 education.

Course Structure

This course will combine the field experience and face-to-face class sessions that will include course readings, group discussions, independent research and small group activities. Field Experience I, II and III will make up a 3-semester series of internship experiences designed to provide candidates exposure to a full-calendar year of district administrator responsibilities.

Learning Outcomes

- Students will continue developing portfolio expectations required of candidates to meet the Wisconsin Administrator Standards for Superintendent licensure eligibility.
- Students will demonstrate an understanding of the roles leadership, diversity, fairness and ethics in management, communication and collaboration play in leadership.
- Students will identify and demonstrate an understanding of job expectations held by a district administrator.
- Students will identify concepts associated with the culture and environment surrounding work in an internship.
- Students will identify and gain practical experience in activities and issues associated with district-level leadership during the September through January timeframe.

Course Requirements

1. Participation – 20%

Take part in all seminar meetings. Contribute to discussions and activities, both face-to-face and online, in a way that enhances learning for all class members. Seminar sessions will focus on

assigned readings/readings done on your own and how they relate to your past experiences and future endeavors as a leader. Be prepared to discuss assigned readings, share internship experiences and provide feedback and analysis of peer experiences.

2. Portfolio – 20%

Students will continue to develop a portfolio as required for licensure as a district administrator. The portfolio will include evidence of working knowledge of the Wisconsin Administrator Standards for Superintendent in the form of artifacts and reflections. The portfolio will be developed in full as students move through the three field experience requirements. Field experience III entries will focus on the student’s continued progress toward gaining knowledge and understanding of each standard.

3. District Issues Analysis - 30%

Students will select a topic to analyze. The topic should be something of relevance the district is facing during the time the student is in Field Experience III. The analysis should include an overview of the issue, current research on the topic, approaches to solving the problem/addressing the issue, and recommendations for the district as it continues to work on the issue.

4. Internship Experience Log – 30%

Students will be required to maintain a log of time spent on varied district administrative activities undertaken during the internship experience. This log will include reflections on the various activities as they pertain to new knowledge, continuing knowledge and areas in need of greater experience. Required hours: 100.

General Criteria for Assessment

- 1. Construction of Knowledge:** Students successfully interpret, analyze, evaluate, or synthesize information.
- 2. Depth of Understanding:** Student understanding of course content is relatively complex and deep, and they demonstrate that understanding through elaborated communication.
- 3. Connection to Practice and Policy:** Students successfully connect course content to educational practice and/or policy. They explore implications that create value and significance for knowledge.
- 4. Clarity of Expression:** Students demonstrate quality work through well-organized, grammatically correct, precise and accurate writing. They reflect thoughtfulness in word choice, sentence construction and composition.

Course Grading Scale

Letter Grade	Percentage Points
A	94-100
A-	90-93

B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
F	73 or below

Guidelines for Written Assignments

Advanced graduate academic work requires competence in written communication to express your ideas clearly and accurately. Therefore, it is expected that students will be able to articulate their positions, reasoning, and queries with clarity, accuracy, and precision in grammatical construction and language use. Students must demonstrate critical thinking in all of their written work. Further, it is imperative that doctoral students draw upon the work of other scholars and appropriately give credit to others through in-text citations.

Format Requirements for Papers

- Use APA (most recent edition) to format course papers.
- Use inclusive language (do not use masculine pronouns when referring to men and women).
- All papers should be double-spaced with 1-inch margins. Times New Roman font (12 point) is standard.
- Number the pages.
- Writing should be appropriately referenced, giving credit to others for their work by providing accurate citations.
- Where appropriate and possible, draw connections between course concepts/readings and specific examples/experiences. The capacity to relate theory with practice is an important component of the course.
- Writing must be grammatically correct and without spelling, punctuation, or typographical errors.
- Include a list of references at the end of the paper. This list should include all references cited in the paper, and only those cited in the paper.

Guidelines for Online Discussions

There are three very important rules for using online discussion boards:

1. Remember that the culture of mutual respect that is part of our face-to-face time extends into the virtual classroom environment.
2. Participation is required.
3. Participation alone is not enough. Posts require a thoughtful and meaningful approach. Quality does count. Also important is timing. If you wait until the end of the discussion window time, you are not engaging in the type of discussion required.

See “Guidelines and Rubrics for Online Discussions” (D2L Course Content) for further details.

Guidelines for Communication in a Respectful Learning Environment

- Listen receptively. Seek first to understand, then to be understood.

- Attend to the person who has the floor. No sidebar conversations, gestures, or extraneous activity while another person is talking.
- Communicate honestly. If you have a concern or if you are puzzled – explain how you are feeling and why.
- Disagree thoughtfully. Respectful questioning and disagreement is not wrong. Scholarly discourse involves and encourages exploration of different perspectives.
- Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality are not acceptable.

Academic Integrity

The University of Wisconsin Oshkosh is committed to a standard of academic integrity for all students. The System guidelines state: “Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors.” (UWS 14.01, Wisconsin Administrative Code)

Students are subject to disciplinary action for academic misconduct, which is defined in UWS 14.03, Wisconsin Administrative Code. Students are encouraged to review the procedures related to violations of academic honesty as outlined in Chapter UWS 14, Wisconsin Administrative Code. The System guidelines and local procedures are printed in the University of Wisconsin Oshkosh Student Discipline Code 2007-2008 and can be found on the Dean of Students website at www.uwosh.edu/dean/conduct.htm

Specific questions regarding the provisions of Chapter UWS 14 (and institutional procedures approved to implement Chapter UWS 14) should be directed to the Dean of Students Office.

Accessibility Statement

We would like to fully include persons with disabilities in this course. Please let us know if you need any special accommodations. Information will be kept confidential whenever possible. For questions regarding UW Oshkosh policy and available services for students with disabilities, please contact John Palmer, Coordinator of Services for Students with Disabilities in the Dean of Students Office in Dempsey Hall. palmerj@uwosh.edu or 424-3100.

The Writing Center

All UW Oshkosh students are eligible for one-on-one conferencing at the Writing Center. Their free, confidential tutoring is designed to help writers work through assignments and gain additional writing skills. Trained peer consultants can assist writers at any stage of the composition process, from brainstorming for topics to fine-tuning a final draft. They help writers with issues like grammar and mechanics by helping them identify their own patterns of error and learning how to avoid those errors. Check their website for more information about services. (<http://www.uwosh.edu/wcenter>). The Writing Center is located in Suite 102 of the Student Success Center, across from Reeve and Polk on Elmwood Ave.

Communication

Email. Your UW Oshkosh email account is used by the University and by your instructors to communicate University and course information. Please check your UW Oshkosh email frequently.

Weather Concerns. If you are unable to attend class due to hazardous conditions, please notify me via email prior to the scheduled class meeting. In the event that I cannot meet with the class,

or most members of the class cannot attend, we will schedule an alternative discussion/learning activity using D2L. Please check your UW Oshkosh email prior to class if you have any questions about the class meeting. I will send an email notice to you no later than 3:30 p.m. if there is an alternative plan for that evening's session.

UW Oshkosh
College of Education and Human Services

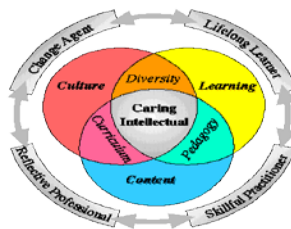
EdD in Superintendency

The **mission** of the EdD in Educational Leadership program leading to licensure as a District Administration is to develop educators to assume formal leadership roles in their organization.

The **goals** of the program are to develop the capacity to:

1. envision and guide organizational change;
2. communicate effectively, engage constituents, develop people and build community;
3. advocate equity for diverse populations, and respect individuals;
4. integrate theory, data, research and ethical standards into the context of one's practice through continuous learning.

The Educator as a Caring Intellectual



Program Dispositions

Throughout this program students will be expected to demonstrate the following dispositions:

- Value change as the source of the opportunity for improvement
- Display the ability to understand people and relationships and be receptive to the ideas of others
- Show a willingness to implement non-discriminatory access, accommodations and assessments.
- Demonstrate empathic understanding of diversity in all domains.
- Reflect regularly upon the philosophical assumptions, ethical principles and rationales that guide one's practice
- Understand oneself as a learner and value learning as a core capacity.

Wisconsin Administrator Standards for Superintendent (03) Licensure

Teacher Standards, Vision, Instructional Program, Management, Family/Community Relations, Ethics, and Context Affecting Schools

(Full documentation available at: <http://tepd1.dpi.wi.gov/epp/licensure-program-guidelines>)

Possible Field Experiences

1. Shadow various central office personnel to learn their roles and duties.
2. Attend School Board meetings, leadership team meetings, committee meetings and faculty meetings.
3. Observe administrators and the methodologies used.
4. Interact with parents or sit in on parent/administrator meetings.
5. Attend and/or join community organizations.
6. Observe special needs classrooms, ESL classrooms, gifted and talented classrooms, etc.
7. Visit other school's central offices in diverse settings.
8. Observe the budgeting process.
9. Observe faculty and staff employment processes – search and screen, interviews, inductions, etc.
10. Review policies and procedures manuals, handbooks, etc.
11. Observe facility design and usage.
12. Participate in professional development offerings.
13. Attend extra-curricular activities, including debate, music competitions, etc.
14. Review grants that have been written.
15. Read buildings and grounds policies and procedures.
16. Interact with buildings and grounds personnel.
17. Interact with all support staff.
18. Read staff memos.
19. Monitor the staff evaluation process.
20. Attend special education conferences.
21. Attend student discipline hearings at the central office level.
22. Join the Superintendent's professional organization and attend meetings.