

FIELD EXPERIENCE GUIDE

Principal

DEPARTMENT OF EDUCATIONAL LEADERSHIP
PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION
UNIVERSITY OF MONTANA

Beginning in Spring 2025, candidates seeking Superintendent and Principal Licensure (MED, Superintendent Leadership, Principal leadership) will be required to complete a minimum of 216 hours of Field Experience (Standard 8). There are four categories of field work experience activities, (a) course based, (b) outside of coursework required, (c) outside of coursework elective, and (d) collaboratively developed mutually beneficial project. Your fieldwork hours will be documented in the corresponding Excel workbook.

For each of the Course Based Activities, check the box provided on the Course Based tab upon completion and, from the drop down menu, fill in the semester completed. No signature is required for these activities.

Example:

Course	Check	Semester	Assignment	Hours
EDLD 550 Foundations of Educational Leadership	<input type="checkbox"/> Check		My's Culture Instruments Applied (6 hours)	

For each of the outside of course required activities, check the box provided on the Required tab upon completion and, from the drop down menu, fill in the semester completed. Supervisor signature is required for these hours.

Example:

		Check	Semester	Hours	Signature
1	Clinical Supervision Cycle (after or during EDLD 552) (3 Hours)	<input type="checkbox"/> Check			

For the Mutually Beneficial Project, fill out the top portion of the rubric found in the Project tab in the Excel spreadsheet. The supervisor will then complete the rubric and sign off on the project in the Mentor's Signature Section at the top of the page.

Example:

Student's Name:		Student's 790#:	
Total Hours =			
Mentor's Name:		Mentor's Signature:	

For each Recommended Activity, use the drop down menu to identify the semester completed, add the number of hours completed, and acquire the supervisor's signature.

Example:

Recommended	Semester	Hours	Signature
1) Visit a school district at least 2 MHSA sizes larger or smaller than your school district and interact with the administration to understand the nuances of a school of that size.			

COURSE BASED ACTIVITIES

Course based field experiences will be articulated in the course syllabi along with the assessment rubric for that activity (66 hours). These are listed below:

- EDLD 550 Foundations of Educational Leadership
 - Hoy's Culture Instruments Applied (6 hours)
- EDLD 552 Supervision and Evaluation
 - CBA Assignment reflection paper (2 hours)
- EDLD 554 School Law
 - Legal area analysis (policy review and school practice), Example: Equal Access Act evaluation (6 hours)
- EDLD 556 Finance of Public Education (Montana Finance)
 - Final Budget (20 hours)
- EDLD 559 PR for Principals
 - 2 Interviews (4 hours)
 - PR Plan (6 hours)
- EDLD 567 K12 Leadership
 - Design a Faculty Meeting addressing equity (2 hours)
 - IEFA course and paper (4 hours)
- EDLD 568 K12 Curriculum
 - 2 Interviews (curriculum leader, curriculum committee member) (4 hours)
 - Curriculum Map with IEFA (4 hours)
- EDLD 583 Strategic Planning for Technology
 - SWOT & TOWS (6 hours)
 - Mission & Vision interviews (2 hours)

OUTSIDE OF COURSE REQUIRED ACTIVITIES (45 HOURS):

1. Clinical Supervision Cycle (after or during EDLD 552) (3 Hours)

This activity involves engaging in the Clinical Supervision Cycle with a colleague and is not part of any official evaluation. This activity is a structured approach to improving teaching quality through the five steps of Clinical Supervision. The five steps of Clinical Supervision involve (a) Pre-conference, (b) Observation, (c) Data Analysis, (d) Conference, and (e) Critique of the Process. Participants are expected to apply theoretical knowledge gained in coursework (EDLD 552) to practice, enhancing their ability to conduct effective observations, provide constructive feedback, and support teacher development. The time allocated to this activity involves planning, observing a teacher's instruction, gathering data, and participating in reflective discussions to foster professional growth.

2. Conduct a 30 Minute Faculty Meeting addressing equity (following the design you created in EDLD 567) (2 hours)

This requirement entails organizing and leading a faculty meeting focused on equity in education, using the content and strategies learned in EDLD 567 and other courses. Participants must develop an agenda that encourages open dialogue about equitable practices and policies, fostering an inclusive school culture. The time allocated to this activity involves time for planning, presentation, group discussions, and planning actionable steps to enhance equity within the school environment.

3. Work with a person in your school or local district to learn the process for analyzing student benchmark data and develop plans for student and school achievement improvement. (4 hours)

This activity should be undertaken during or after EDLD 519 and requires collaboration with the person in the school or district whose responsibility is the analysis of student benchmark data and its dissemination for teacher use. Participants will learn how to interpret data trends, identify areas for improvement, and develop actionable plans aimed at enhancing both student and overall school performance. The time allocated to this activity will include hands-on analysis, discussion of findings, and planning to drive academic achievement.

4. Explore your CBA and Interview an administrator how your school district is meeting rule for EPAS. (2 hours)

This activity should be undertaken during or after EDLD 552. Participants must review their Collective Bargaining Agreement (CBA) and conduct an interview with an administrator to understand how the school district aligns its practices with the Educator Performance Appraisal System (EPAS). The time allocated to this activity should focus on the integration of EPAS into the district's supervision and evaluation framework, highlighting how it supports instructional leadership, teacher development, and student outcomes.

- 5. Explore how your district uses MTSS. If your district is not participating in MTSS, locate another district utilizing MTSS and communicate with the MTSS director to discover how MTSS operates in that district. (2 hours)**

This activity involves investigating how the district implements a Multi-Tiered System of Support (MTSS) to address student needs. If the district does not utilize MTSS, participants are expected to connect with another district's MTSS director to gain insights into effective practices. The time allocated to this activity will focus on understanding the tiered support system, its benefits, and plans for successful implementation of strategies that foster student success.

- 6. Meet with a district business manager, or other individual who has budget development and oversight responsibility, regarding the relationship between budget decisions and the district's vision and mission. (1 hour)**

In this requirement, participants will meet with a district business manager or a related professional to discuss how budget decisions correlate with the district's vision and mission. The time allocated for this meeting should provide insights into budgetary processes and how they reflect the educational goals of the district, fostering a deeper understanding of the financial implications on school operations.

- 7. Interview a building safety coordinator regarding the building safety plan (risk management). (2 hours)**

This activity involves interviewing a building safety coordinator to explore the school's safety plan and risk management strategies. The time allocated for this interview will provide participants with an understanding of the protocols in place to ensure student and staff safety, as well as the roles and responsibilities involved in implementing and maintaining a secure school environment.

- 8. Explore the Safe School Center at the University of Montana website to identify current issues and resources in school safety. (2 hours)**

Participants are required to visit the Safe School Center at the University of Montana's website to identify current issues and resources related to school safety. The time allocated should focus on researching and analyzing relevant materials that can inform best practices for enhancing safety measures within your schools.

- 9. Locate the District Accreditation Plan and interview an administrator about the plan. (2 hours)**

This activity entails locating the district's accreditation plan and conducting an interview with an administrator to discuss its significance and implementation. Participants will spend the allotted time exploring the accreditation plan and then through the interview learn how the accreditation processes influence school improvement efforts and the overall educational quality in the district.

- 10. One day of job shadowing an administrator. (8 hours)**

Participants are expected to shadow an administrator for a full day, gaining practical insights into their daily responsibilities and decision-making processes. The time

allocated for this activity will add to the student's understanding of school leadership, including interactions with staff, students, and the community, as well as administrative duties.

11. Interview a special education administrator to identify current practices in special education. (2 hours)

This requirement involves interviewing a special education administrator (or special needs Coop Director) to identify current practices and challenges within special education programs. The time allocated for this involves preparation and coordination of the interview. The interview should focus on effective strategies, challenges, and compliance with regulations including law, providing valuable insights into how special education services are delivered in the district.

12. Ride 2 daily bus routes to and from school. (4 hours)

Participants are required to ride two bus routes, experiencing firsthand the transportation process for students. The time allocated will allow you to have a discussion with the bus driver, observe processes and procedures, student interactions, and the logistical challenges of school transportation, providing a comprehensive understanding of this critical aspect of school administration.

13. Interview the transportation director regarding busing issues and procedures. (1 hour)

In this activity, participants will interview the transportation director to discuss various busing issues and procedures. The time allocated for this discussion should cover topics such as safety protocols, route planning, and the impact of transportation on the student's educational experience.

14. Participate in, lead, organize, and/or facilitate, Indian Education for All activities in your district. (4 hours)

This requirement calls for participants to engage in or facilitate activities related to Indian Education for All within their district. The time allocated should focus on promoting cultural awareness and inclusivity in education, helping to create an environment that respects, understands, and integrates Native American perspectives.

15. Review the board policies regarding ethical behavior and interview an administrator on the implications of the policies. (2 hours)

Participants must review the district's personal conduct policies regarding ethical behavior (standards of honesty, integrity, professionalism, decorum, impartiality, and employee/student relationships) and interview an administrator to discuss the implications of these policies in school operations. The time allocated should involve identifying the policies and exploring how ethical guidelines shape decision-making processes and contribute to maintaining integrity within the educational environment.

16. Review board policy for the uniform complaint procedure in a school district and interview an administrator about its implications. (2 hours)

This activity requires participants to examine the board policy regarding a uniform complaint procedure within the school district and interview an administrator about its implications. The time allocated should focus on understanding how effective communication contributes to operational efficiency and conflict resolution in school administration.

17. Attend a community organization meeting (i.e., Rotary, City Council, Elks, Chamber of Commerce, County Commissioners, Fair Board). (2 hours)

Participants are expected to attend a meeting of a local community organization, such as the Rotary Club or City Council. The time allocated to this experience will provide insights into community engagement, collaboration, and how local organizations can influence educational initiatives and support the school district's goals.

STRATEGIC SCHOOL IMPROVEMENT FIELD EXPERIENCE PROJECT

Overview: This project is designed for candidates in either the Master of Educational Leadership or Principal Leadership Program to engage in a 50–100-hour field experience within a school or district setting. Candidates, in collaboration with their site mentor, will identify and select a mutually beneficial project that addresses an authentic school or district need. This project will provide hands-on experience in data-informed decision-making, stakeholder collaboration, and reflective practice, aligning with the district's mission, vision, and strategic goals.

Project Goals:

- Data Analysis: Candidates will gather and analyze relevant school or district data to identify a targeted area for improvement. This analysis will inform project objectives and strategies.
- Collaboration with Stakeholders: The project requires ongoing collaboration with various stakeholders, including school staff, parents, and community members. Candidates will work with these groups to ensure the project aligns with district priorities and is beneficial to the school community.
- Reflective Practice: Throughout the experience, candidates will engage in reflective exercises to assess their experiences, decision-making, and leadership growth.
- Alignment with District's Mission/Vision/Strategic Plan: Candidates will ensure the project closely aligns with the district's mission, vision, and strategic plan, underscoring a commitment to shared goals within the educational system.
- Mutually Beneficial and Collaboratively Developed: Working with their site mentor, candidates will co-develop the project to ensure it meets both the candidate's professional growth goals and the institution's needs. This collaborative selection process will enhance the project's relevance and impact, making it beneficial for all parties involved.
- Evaluation Plan: Candidates will create an evaluation plan to measure the project's success against defined goals and outcomes. This plan should include metrics for tracking progress and assessing impact.
- Transformational Potential: The project should aim to create meaningful, sustainable change within the school or district by addressing key needs or challenges.
- Resource Implications: Candidates will consider the necessary resources—both human and material—for implementing the project. They will assess feasibility and optimize resource use for maximum benefit.

Expected Outcomes:

- Development of a comprehensive action plan that addresses an authentic need within the school or district.
- Enhanced understanding of school leadership and improvement processes.
- Strengthened leadership, management, and collaboration skills through active stakeholder engagement.
- This collaborative project selection and development process ensures that candidates, guided by their site mentor, pursue an initiative that is both impactful for the school community and deeply meaningful for their leadership development.

Field Experience Project Assessment Rubric (completed by site mentor)

	Exemplary	Meets Expectation	Below Expectation
Mutually Beneficial and Collaboratively Developed	Ensures that the project benefits the school district and is co-created through inclusive and equitable processes, fostering strong partnerships and shared ownership.	Considers the needs and interests of the district, resulting in a project that is generally beneficial and collaboratively developed.	Project was not collaboratively developed and the scope was too limited to provide benefit to the school district.
Data Analysis	Conducted advanced data analysis techniques, leading to insights informing transformative project decisions.	Utilized appropriate data analysis methods effectively to support project goals and decision-making.	Performs rudimentary data analysis or fails to use data effectively, limiting the project's ability to make informed decisions.
Collaboration with Stakeholders	Actively engages a diverse range of stakeholders in collaborative decision-making, fostering strong partnerships and innovative solutions.	Collaborates and communicates effectively with stakeholders, ensuring their input is considered and integrated into project planning and implementation.	Fails to engage stakeholders or disregards their input.
Reflective Component	Embeds reflection at every stage of the project, leading to profound personal and project insights and driving continuous improvement.	Includes opportunities for reflection at key project milestones, facilitating learning and adaptation as needed.	Lacks a structured reflective component or only includes superficial reflections, hindering meaningful learning and growth.
Alignment with District's Mission/Vision/Strategic Plan	Demonstrates a clear and strategic alignment with the district's mission, vision, and strategic priorities, maximizing impact and effectiveness.	Shows reasonable alignment with district mission, vision, and strategic plan, contributing positively to overall objectives.	Fails to demonstrate alignment with district priorities or actively contradicts them, undermining the project's relevance and value.
Project Evaluation Plan	Develops a comprehensive and rigorous evaluation plan with clear criteria and measures, ensuring accountability, learning, and continuous improvement.	Establishes a basic evaluation plan with relevant criteria and measures to assess project success and effectiveness.	Lacks a clear evaluation plan or includes vague or irrelevant criteria, hindering the assessment of project outcomes and impact.
Transformational Potential	Demonstrates vision, innovation, and ambition, with the potential to bring about significant and lasting impact in the school community and beyond.	Shows promise for lasting impact, with approaches that address important needs or challenges and results in positive change.	Lacks vision or ambition, resulting in limited impact with minimal long-term significance.
Resource Implications	Manages resources effectively to support project implementation without overextending or compromising quality, ensuring both longterm and shortterm resources are used efficiently.	Carefully considers resource implications and allocations, shortterm and longterm, maximizing efficiency and effectiveness to achieve project goals.	Fails to consider resource implications or manage resources effectively, leading to inefficiencies, overextension, and/or constraints that impact project success.

RECOMMENDED FIELD EXPERIENCE ACTIVITIES

- 1) Visit a school district at least 2 MSHA sizes larger or smaller than your school district and interact with the administration to understand the nuances of a school of that size.

Class C – Class A or AA

Class B – Class A or AA

Class A - Class C

Class AA – Class B or C

K – 8 District is treated as the size of the HS they feed.

Suggested foci:

- Challenges of Scheduling
- Facilities Use and Planning
- Student Supervision and Behavior
- Curriculum Alignment
- Technology
- Community Involvement
- Management Issues
- Teacher Recruitment and Retention
- Special Education Services
- Transportation
- Business Operations

- 2) Attend an administrative conference (MASS/MEASP/MASSP)
- 3) Attend Regional administrative meeting (one of 8 MASS regions, etc.)
- 4) Observe or participate in collective bargaining meetings
- 5) Serve on or observe the school or district safety committee
- 6) Attend school board meetings