Description of Year-Long Field Experience

Field experiences engage aspiring administrators in the real work of leading for school improvement in student achievement. Candidates will work at their school site, under the guidance of their site administrator and university supervisor, to identify a targeted group of students and provide leadership for teachers, parents, and other stakeholders to develop a plan and implement strategies directed at increasing achievement for these students. Field experiences are directly linked to the content of course work.

In addition, aspiring administrators participate in shadowing experiences at two schools other than their own.

Outline of Target Group Improvement Project: (To be done at Aspiring Administrator’s Home School Site)

- Analyze school data: What data were analyzed? How were the data analyzed? What were conclusions of analysis? (Aug)
- Identify a group of students that will be “targeted” for the field experience: Who is the target population (e.g. African-American 3rd grade males)? What are the needs of the group? How do the data support selecting this group? What are possible causes for lack of achievement? (Sept)
- Select a Leadership Team: Who would be best choices to support the work, either due to their position or expertise (e.g. classroom teachers, specialists, counselors, parents, administrators)? (Sept)
- Devise an Intervention Plan with the Leadership Team: Considering the data and what is known about the school and targeted students, what may be the root causes for low student achievement? What interventions might be appropriate to mediate these causes? Are there costs or other constraints to implementing the plan? If so, how will these be addressed? (Oct-Nov)
- Implement the Plan: In putting the plan in action, who will do what? How and where will interventions take place? How will achievement be monitored? By whom? How often? (Nov-Dec)
- Monitor/Adjust the Plan: In regular meetings with Leadership Team, discuss the targeted students’ progress. Based on continuous evaluation, what adjustments need to be made? (Jan-Mar)
- Evaluate the Plan: At the end of the year, what was the academic progress of targeted students? What worked? What didn’t? Why? What are recommendations for improving upon the original plan for this group of students—or others? (Apr-May)
Shadowing Experiences: (To be done at locations other than Home School Site)

Aspiring administrators will engage in two 3-day shadow experiences at sites other than their own. The two shadow experiences should be done at 2 different kinds of schools, as to grade level and demographic composition of the student population.

Aspiring administrators will shadow the principal during the entire principal’s work day. For instance, if the principal arrives at 6:30 am and leaves at 6:00 pm, the aspiring administrator would be expected to be there during that entire time. The principal being shadowed may arrange for the aspiring administrator to shadow other administrators in the school, such as Deans or Assistant Principals, as part (but not all) of the 3-day shadowing experience, if appropriate.