



Specialist in Education Leadership (Ed.S.)

Superintendent / AEA Administrator Certification

Mentor Handbook

Drake's Specialist Program-Superintendent

On January 14, 2010, the State Board of Education granted full accreditation to the Drake Specialist/Superintendent Program through the 2016-2017 academic year. The degree program prepares candidates for Superintendent / AEA Administrator licensure.

Vision

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

Mission

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

Program Structure and Organization

The program requires 10 courses (30 graduate hours). With the exception of the seminar, all courses will include a Field-Based Learning Experience (FBLE) to provide practical, hands-on leadership experiences that enhance class instruction. These components of the program have been developed to align with the standards for school leaders (ISSL) and program competencies and highlight the three central roles of leadership: instructional, influential and managerial, are emphasized throughout.

Courses

EDL 283	Leading Complex Organizations
EDL 284	Advanced Research
EDL 285	Ethics and Social Justice
EDL 286	Systems Thinking
EDL 287	Curriculum and Evaluation
EDL 288	Human Resource Dynamics
EDL 289	Organization Management
EDL 290	School Resource Management
EDL 291	Policy, Influence and Legal Issues
EDL 292	Seminar

Clinical Experience

Description of the Clinical Experience

A rich clinical experience, which begins when the student enters the Specialist/Superintendent program, is central to the program design, with multiple hands-on experiences embedded in the course work. Students work with experts/critical friends during field-based learning experiences (FBLE), and have the added benefit of the support of a mentor throughout the duration of their study. Students are expected to complete at least 400 hours for the clinical experience extending through the duration of the program.

The FLBEs are embedded in nine courses (other than the seminar) and comprise the majority of the clinical experience. Students will select their FBLEs as appropriate for their background, experience, and career goals. Each of these experiences is expected to take students

30 hours of work outside the weekends that they are in class. Experts / critical friends, who are practicing administrators, will provide support during the FBLEs and additional connections will be made as part of course instruction. Students will work with a different expert/critical friend for each FBLE in order to gain greater depth and expertise regarding the topics of study. The expert/critical friend may or may not be a member of their organization's leadership team. In addition, the clinical experience involves the guidance of a mentor throughout the program.

Mentors

In addition to the hands-on work completed during courses, each student will be placed with a mentor. The mentor will serve as a guide during the program experience, often acting as a "broker" for assisting students in locating and learning from additional positive role models in the field. The mentor will be an encourager, challenger of ideas, and reflective coach. In collaboration with the student's academic advisor, the mentor will serve to solidify the student's experiences in the program and to be a sounding board for questions or concerns that arise through courses and clinical experiences/FBLEs. This Mentor Handbook will guide mentors and students alike, while providing internal program consistency.

Mentor Selection

Students will work with their academic advisor to select a mentor(s) with whom they have a rapport or feel they can build rapport. The mentor should be someone who is viewed by their colleagues and other educational professionals as an experienced, knowledgeable, effective practitioner, who possesses strong coaching skills and is committed to the mentoring process.

Mentor Training

The program advisor will be responsible for sending this handbook to all mentors, for making contact to review its contents, and for supervising the arrangements for student placement.

Mentor Agreement

An agreement/contract between Drake University and the mentor will be expedited as part of the mentoring process. The agreement for mentors is included in this handbook as Appendix A.

Responsibilities of Mentors

1. Converse with the program advisor to learn about the program and expectations for the candidate while in the specialist program.
2. Commit the time necessary to support student and when appropriate provide authentic learning experiences for students.
3. Engage in feedback sessions with students to help them grow and learn.

Responsibilities of Students

1. Work with the program advisor before beginning both the program and the work with the mentor.
2. Create and submit a Program Plan outlining a tentative schedule for program completion.
3. Report approximate mentoring hours at the conclusion of the experience.
4. Complete the program evaluation.

Responsibilities of Program Advisor

1. Verify commitment of mentors.
2. Mail handbooks to mentors before the experience.
3. Maintain contact with mentors as needed during the semester.
4. Assist students in coordinating mentor/student placements.
5. Work with students in creating the Program Plan.
6. Monitor students in the cohort and provide regular feedback.
7. Complete an assessment of student accomplishment of the course objectives.

Appendix A

DRAKE UNIVERSITY Specialist Program Mentoring Agreement

This agreement is made this _____ day of _____, 200__, by and between
Drake University and _____, referred to as "Mentor"

As the Mentor:

I agree to provide professional support for _____ as s/he
moves through the Specialist Program.

I am willing to provide time and assistance in securing content experts, building a
network of colleagues for the student, and to provide coaching so that s/he builds
confidence in becoming prepared to assume organizational leadership
responsibilities. I will provide informal feedback on his/her learning experience
and further agree to share my evaluative comments with the student's advisor.

Student's start date: _____

Duration:

The Specialist Program, according to Drake University policy, must be
completed within five years of enrollment, however most students secure the
degree in two to three years.

Student's anticipated completion: _____.

Stipend:

Drake does not offer a stipend.

Termination:

Either of the parties may terminate this agreement by timely notice to the other
partner.

By: _____
Drake Professor

Mentor

Appendix B

Clinical Experience Hours

To complete the 400 clinical hours required by the state, students will be required to document their work with the mentors and their work on their FBLEs. The following examples of experiences are listed to assist students as they plan their clinical experience as part of program completion and application for licensure.

Mentor

Face-to-face meetings

Work on projects that the mentor may offer as part of the experience

Attendance at related meetings (in person or electronically) in the mentor's organization, or other organization as set up by the mentor

Telephone calls and e-mails regarding candidate questions, project work, FBLEs

FBLEs

Work on projects selected from course options

Reading done to supplement and anchor learning around FBLE experience

Face-to-face meetings with experts/critical friends

Telephone and e-mail communications with experts/critical friends

Local Organizations

Attendance at board meetings, district committees, community support group meetings

Professional development planning from a total organization perspective

Professional development delivery for the total organization

Projects assigned by the superintendent or chief administrator that build experience toward organization-wide leadership

Professional organizations (time spent in sessions)

Projects completed for state organizations such as SAI, IASB, ISFLC, AASA, ASCD.

Appendix C

EDL 283 - Leading Complex Organizations

Course Description:

The purpose of the course is to help students analyze organizations and gain better understanding of personal leadership dispositions. Leading and managing organizations is not easy and attempts to improve organizations without adequate understandings are common. Whether trying to lead, follow, or just survive, understanding the inherent complexity of leadership helps reduce surprise, confusion, and at times catastrophe. This course seeks to analyze exemplary leadership and develop knowledge, skills, and dispositions needed to make positive differences in a group or organization. Public and private sectors increasingly impact one another, and shared understanding can help strengthen organizations locally, nationally, and internationally.

EDL 284 - Advanced Research

Prerequisite: EDL 275, EDUC 201 or equivalent

Course Description:

The literature supports the fact that influential instructional leaders utilize data and information for organizational improvement efforts. This Web-assisted course is designed to prepare organizational leaders for utilizing quantitative and qualitative research methods. Application of the actual practices of education research: basic statistical concepts, quantitative methods, and qualitative methods.

EDL 285 - Ethics and Social Justice

Course Description:

The goal of a socially justice environment is full and equal participation of all members of the society. An ethical school leader oversees the distribution of resources to ensure that all members are physically, emotionally, psychologically safe and secure and that educational needs are met. This course is designed to increase school leaders' understanding of how their assumptions about diversity and equity shape educational policies and practices. It provides a platform for students to examine and reflect on their understanding of leadership for social justice and challenges them to design socially just environments necessary to ensure educational equity and excellence.

EDL 286 - Systems Thinking

Course Description:

Effective leaders carry out their roles from systems perspectives; viewing organizations as complex and dynamic in nature, with all the people and functions connected as a whole. This course is designed to provide students with a broad understanding of systems thinking: its foundations, key contributors to the body of knowledge, and applications for personal and professional leadership.

EDL 287 - Curriculum and Evaluation

Course Description:

The role of Superintendent as Instructional Leader is crucial to the success of the school and research findings indicate that superintendents of effective districts exhibit high levels of involvement in instructional matters. This course provides an overview of issues dealing with program design, development and evaluation that enhance teaching and learning in a multicultural society. Students in this course will be able to apply theories and knowledge of practices used in contemporary educational settings and effectively communicate to the public how district resources are being used to achieve instructional

EDL 288 - Human Resource Dynamics

Course Description:

The purpose of this course is to provide students with a practical overview of human resource management from a school and district perspective. It is designed to study the theoretical as well as practical application of school personnel management from the beginning of a public school employee's career up through the end of the career. Basic background is presented on the selection, assignment, evaluation and development of school personnel and attention is also given to collective bargaining and the grievance process.

EDL 289 - Organization Management

Course Description:

Research findings and business literature speak to the importance of management functions and skills in organizational leadership. The role of managerial leader is, therefore, an important consideration for individuals who aspire to become organizational leaders. There are moral and ethical responsibilities to manage in ways that support all students and adults in the organization. This course helps to prepare students for managing a myriad of responsibilities that support learning. A significant portion of the course is devoted to practical, hand-on applications that may be implemented upon assuming a new superintendent or AEA administrative position.

EDL 290 - School Resource Management

Course Description:

Organizational leaders are responsible for resource management as part of their managerial role. This course is designed to enable students to assume the duties and ethical responsibilities of financial and resource management in educational organizations. Current requirements, issues, trends and forces in school finance and their impact on organizations will be the focus of the course.

EDL 291 - Policy, Influence and Legal Issues

Course Description:

Successful superintendents and AEA administrators must exhibit skills, knowledge, and sensitivity associated with politics. These are vital in collaborating with boards of education and the wider community. This course is designed to explore the concepts of leadership as they apply to the legal foundation associated with schools. This course will focus on the legal considerations necessary for the successful leader to know and exhibit while leading a school district.

EDL 292 - Seminar

Seminar Description:

The purpose of the one-credit introductory seminar in the fall helps to acclimate the student to the superintendent program and Drake University, while the two-credit seminar in the spring at the end of the program serves to bring current topics and speakers together as a culminating activity.

Appendix D

Iowa Standards for School Administrators

The Iowa Standards for School Leaders (ISSL) are familiar to Iowa's leaders. Drake has adopted 4 additional standards for its administrator preparation programs at the Masters and Specialist levels. The 6 ISSL standards follow.

Standard 1: 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.

Standard 2: 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.

Standard 3: 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.

Standard 4: 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.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: 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.

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

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

Responsibilities of Students

1. 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.
2. Work with the clinical professor before beginning each of the Clinical Experiences.
3. 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).
4. Submit “reflective journals” to the clinical professor during both Clinical Experiences (3 minimum per Clinical.)
5. Submit a synthesis (Professional Notes) of the experience to the clinical professor.
6. Report approximate hours with each journal, and culminating hours with the Professional Notes.
7. Submit assignments when due unless alternative arrangements are made in advance with the clinical professor.
8. 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

1. Coordinate mentor/student placements.
2. Verify commitment of mentors.
3. Supply contract to mentors
4. Collect and file Mentor Contracts.
5. Maintain contact with mentors for formative evaluation discussions as needed during the semester.
6. Work with students in creating the Clinical Learning Plan.
7. Provide feedback on “experience journal” reflections and professional notes from students.
8. Complete an assessment of student accomplishment of the

- course objectives and submit to the program faculty for inclusion in the program assessment database.
9. Complete Mentor's Impressions, summative evaluation, for department files.
 10. 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

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.

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.
