Note: The contents of this internship handbook have been adapted from a variety of sources for instructional purposes only. This is not original work. So, please do not cite this document under any circumstances. This information is provided as an instructional resource for students with great appreciation for my colleagues at the University of Texas at Arlington and other universities who have made their work available. This handbook changes as our program changes.

Revised January 5, 2016
### Greeting to New Interns

We are pleased to welcome you to the online superintendent certification program. This first internship course will actually be with you during your time in the program and is a highly individualized part of your certification program. While the number of hours and the kinds of documentation required are driven by the standards, you will have a great deal of latitude to personalize a program to benefit you and your district.

As a new intern, you determine the site of the internship, most often the place where you are assigned by the district. You obtain approval from the cooperating administrator (mentoring administrator) for his/her supervision of the internship activities. Then you begin to develop your own plan for the activities of the internship.

Many of the students in the internship are already practicing administrators; and many of the tasks of day-to-day work will relate to the standards. Your challenge will be to show leadership at the district level, and to learn new approaches to aspects of your professional responsibilities. We encourage you to pursue knowledge and experiences that complement the skills you already have. Stretch beyond your comfort zone as you grow in your professional practice.

Consider these guidelines for your internship:

- Keep the superintendent informed of your activities.
- Be observant and curious. Ask questions.
- Read current literature; ask what your superintendent reads.
- Request to attend professional meetings and conferences.
- Collect the best examples of forms, policies, handbooks, procedures, manuals, board packets, and successful grant proposals.
- Ask for feedback on your performance from your superintendent.

The internship is a significant part of your pursuit of a district level leadership position. Other professionals will be watching what you do and how effectively you perform your internship activities. Try to exceed their expectations! The extra energy you invest in the internship can pay huge dividends in the future.

The focus on our Principal Preparation program is on having candidates learn about the cyclical, constant, planned, and unplanned duties and responsibilities of district-level administrators by learning from observation, participation, and assigned responsibilities. Our candidates are required to reflect often on their preparation and performance in their current duties and to critically analysis their knowledge, disposition, and skills as they seek to transition into district-level administration. Candidates are engaged in course activities/assignments/discussions and prepare semester practicum reports in which they summarize their practicum experiences. A candidate’s coursework and his/her practicum report should form the basis around which the field supervisor interacts and adds expertise and knowledge gained from experiences into interaction with the candidate and his/her cooperating administrator.
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Introduction and General Information
This internship is designed to provide interns with practical experiences that will prepare them to become the best and most effective superintendents. The intention is to provide a solid support system from both the University and the educational community. The internship is a cooperative effort between the intern, the University supervisor, and the school district cooperating administrator (mentor) and field supervisor. All of these parties have responsibilities in making this experience meaningful. This handbook is designed to delineate the responsibilities of each party and to align the intern’s activities with the state and national standards.

The internship provides authentic, hands-on learning as part of the preparation program of a candidate for certification as a public school district superintendent. The intern works with one or more mentors to develop and demonstrate skills, attitudes, and knowledge needed for school district leadership. One of the major goals of the internship is to help the intern transition from a building perspective to a systems perspective.

Most states require participation in a minimum number of hours of field based activities/internship at diverse settings and educational levels that include completion of customized projects that address identified needs of the candidates and use of current research and best practices. Internship activities will be drawn from the content of the courses is drawn from the applicable state and national standards. As a part of this internship class, you will complete a variety of projects/experiences and submit documentation when you complete the activities.

Out of State Students
Out of state students will not qualify for Texas educator certification. Therefore, students should review their state's requirements to determine if completion of the Superintendent Certification program at UT Arlington will lead to certification in their state.

Texas Students
The Superintendent Certificate program is an approved educator preparation program in Texas. To be eligible to receive the Standard Superintendent Certificate, you must:

- hold, at a minimum, a master's degree from an institution of higher education that is accredited by an accrediting agency, as recognized by the Texas Higher Education Coordinating Board;
- hold, at a minimum, a standard principal certificate or the equivalent issued under this title or by another state or country;
- successfully complete a Texas approved superintendent educator preparation program and be recommended for certification by that program; the program includes a supervised practicum in an accredited Texas public school or other school approved by the Texas Education Agency and be recommended for certification by that program;
- satisfactorily complete an exam based on the Texas Standards Required for the Superintendent Certificate; and any other Texas Education Agency (TEA) or State Board of Educator Certification (SBEC) requirements.
Note: Texas students who would like to be authorized to take the Texas superintendent exam must meet state of Texas, course, and documentation requirements and pass the practice superintendent exam. Students must come to the UTA Campus to take the practice exam.

Expectations for Professionalism
Interns are expected to demonstrate professionalism at all times. This includes, for example:

1. Participating in professional organizations and becoming knowledgeable about professional literature, resources and advocacy groups
2. Demonstrating integrity and ethical behavior, professional conduct; and following local, state, and federal laws and regulations
3. Communicating effectively (orally and in writing) with students, colleagues, faculty, families, paraprofessionals, and the community
4. Participating as a collaborator, team member, advocate, and service coordinator in district level leadership activities and academic coursework
5. Recognizing the impact and importance of decision-making processes, ethical practice, and self-reflection on professional performance

The Standards-Based Foundation for the Internship
Before a candidate will be allowed to enroll for the internship he/she must be admitted to the University of Texas at Arlington College of Education program in Educational Leadership and Policy Studies. This program is a post-masters, graduate certificate, not a degree option. The courses are doctoral level so that they may be considered as electives for a doctoral degree.

Departments of educational leadership are required to meet current ELCC standards as a part of institutional review for NCATE accreditation. Programs satisfying ELCC Standards receive national recognition by NCATE and NPBEA. Hence, program elements and performance indicators are aligned to the ELCC standards and are found in the suggested learning activities and required assessments for the internship.

Credits Earned
Two credit hours will be earned through the internship (EDAD 6279). In addition to the course for the internship, the intern must complete and submit required documentation at the end of each course in the Superintendency program and maintain an internship log that documents field experiences in each of the competencies. Interns wishing to apply for state certification will typically need to have and/or present this documentation with their application (most states require hours of field experience). Interns complete internship activities over two long semesters as they complete their other coursework. In this way, interns have an opportunity to participate in activities that occur only at certain times of the year (e.g., opening and closing of school, graduation, budgeting, scheduling and testing).

Thus, to successfully complete the program, a candidate must complete the state-required minimum hours of field experiences and the experiences must cover the scope of the state and national competencies. If the candidate completes the minimum time but not the scope of experiences, the candidate cannot be said to have successfully completed program. The intern’s log provides the record of internship activities. The portfolio provides the culminating evidence.
of the completion of the internship and serves as the major program assessment for the superintendent certification program.

**Interns Who Are Full-Time Administrators**

Finding a balance while serving as a full-time administrator, completing the requirements of the internship, and maintaining family responsibilities is a challenge of the internship. Nearly all the interns in the superintendent program will be full time administrators in their respective districts. It is the intern's responsibility to schedule time for the internship activities. Interns should not assume that any accommodation or release time will be available, even if it has been previously available for other students. This is entirely at the discretion of the district and the mentoring superintendent. The intern should discuss his/her needs with the mentoring superintendent, and accept the decision made by that person.

**Getting Started**

**Choosing an internship site or district, cooperating administrator, and field supervisor.** It is the responsibility of the intern to arrange for an internship site, cooperating administration, and field supervisor who will help the intern make the most of the experience. The best choice is a sitting superintendent. You may enlist the aid of more than one mentor/supervisor to provide you with a broad range of experiences. Each site supervisor must have experience such as a campus administrator, curriculum coordinator/director, assistant principal/principal/former principal, assistant superintendent/superintendent/former superintendent. A field supervisor must have an advanced degree and hold a valid certificate within the U.S. (not required to be Texas but preferred). It is preferred that the field supervisor has a minimum of 5 years of teaching/administrative experience.

*Note:* Generally, a candidate will be allowed to serve an internship with a superintendent of his/her choice. The university does reserve the right to deny an internship based upon the availability of resources (including personnel) or the extent of cooperation and support in the local school district. The internship practicum will last two long semesters (fall and spring or spring and fall); there are no summer courses.

When you have decided who you would like on your team, approach the individuals and explain what you are asking of them (see responsibilities below). If they are agreeable, thank them for their time and assistance and inform your university professor by submitting the Superintendent Practicum Application. Hours toward your internship practicum cannot be earned until the paper is submitted and approved.

The UTA Superintendent Practicum Application has sections that by signing the candidate (student), field supervisor, and cooperating administrator state their agreement to follow the Educator's Code of Ethics and where the field supervisor and cooperating administrator sign saying that they have received training. Original signatures are required.

1. As an assignment for EDAD 6279, you will review the standards in this document (Appendices B, C, and D) and investigate your state’s standards for superintendents.
2. As an assignment for EDAD 6279, take the self-assessment planning instrument online. You can see a copy of the self-assessment planning document in the appendices, but you will actually use the format online to complete it for the class.
3. Once you have a better understanding of your personal strengths and weaknesses and requirements for the superintendent certification you will begin to develop your internship plan. You can review the suggested internship activities in this handbook to see what might help you. You will begin to list learning activities that address each of the standards and that will be meaningful to you. For your plan, you will create a table in a Word document that looks like the sample in Appendix F.

4. Check out the procedures for documenting these learning activities. You'll see a sample electronic log in Appendix H. You will create and keep your log an Excel spreadsheet. Later, I’ll ask to see it to make sure you are on track but not for a grade.

5. Schedule a meeting with your cooperating administrator and field supervisor to discuss the activities in which you will be involved. At the meeting, you will have an opportunity to indicate which skills you feel you are competent prior to the internship experience and what activities you feel you most need to participate in. It is a good idea to organize your ideas in advance of the meeting and be prepared to discuss those ideas and add activities your mentor recommends. You will want to align the activities with your internship plan.

This plan can be revised as necessary. It will help to guide discussions with your mentor.

**Required Documentation of the Internship Experience**

**Intern’s log.** Each candidate is to keep a log of internship activities. An EXCEL spreadsheet will be required for the hours and standards associated with each task. The log is expected to contain, at a minimum, the following information:

- Date of activity
- Number of hours (Avoid logging partial or single hours; group hours by activity)
- The ELCC/state standard(s) addressed by the activity
- A brief (one line or phrase) description of the activity

**Portfolio artifacts.** In addition to the log, the candidate is required to select artifacts or work samples that demonstrate exemplary work. At a minimum, the artifacts will be assigned/required work for each of the courses. The intern can choose to save additional artifacts. An ideal portfolio will contain at least one artifact that provides evidence of the experience for each of the ELCC standards.

Artifacts are to be submitted to the class (in Blackboard as assigned) and to the Blackboard internship forum that you will have access to concurrent with all of your courses. When the TK20 system is available, artifacts will be submitted there. Artifacts may be, for example, text documents (reflections or papers), audio recordings (of interviews or presentations), multi-media (audio with power point), or video recordings. You can be creative or just submit what the instructors require. But, you will also want to keep copies of all artifacts for your professional portfolio. All of the forms are appropriate for postings in the class Blackboard.

**Professional Associations**

Interns are strongly encouraged to join the national organization or state affiliate of the American Association of School Administrators (AASA) as an aspiring school system leader. Interns who are already superintendents or assistant superintendents should join as active members with voting rights. Involvement with this organization connects interns with leaders...
who want to help grow the next generation of leaders. AASA and other professional organizations provide opportunities for learning, support, and service.

Roles and Responsibilities

Responsibilities of the Candidate (You will get from the internship what you put into it!)

Each candidate is responsible for:

1. Identifying central office administrators, with superintendent certification, to serve as your direct school field supervisor and cooperating administrators (two separate individuals). Locate a cooperating administrator who is willing to work with you. The individual must have experience such as a campus administrator, curriculum coordinator/director, assistant principal/principal/former principal, assistant superintendent/superintendent/former superintendent. A field supervisor must have an advanced degree and hold a valid certificate within the U.S. (not required to be Texas but preferred). It is preferred that the field supervisor has a minimum of 5 years of teaching/administrative experience. Choose individuals who will avail you the opportunity to "make the most" of your internship (central office responsibilities). This is crucial to a successful internship. Maintain regular communication with both your school administrator internship supervisor(s) and your university internship coordinator.

2. Completing all forms, experiences, and other obligations as may be requested or required including, Pre-Assessment; Log of Activities Related to the Superintendent Internship; Artifacts/reflections to be submitted at end of each course.

3. Identifying and completing internship activities based upon the needs of the individual and district.

4. Volunteering for and engaging in administrative activities.

5. Reading current literature as appropriate to the internship activities and goals.

6. Attending professional meetings and conferences.

7. Keeping a log of activities and the alignment of activities to standards.

8. Asking questions, being observant.

9. Communicating with the university supervisor to inform her of progress, issues, problems, concerns, questions, etc.

10. Networking with other interns.

Responsibilities of the Mentoring Superintendent

The mentoring superintendent(s) supports the internship by providing meaningful administrative tasks with a system wide focus for the intern. He or she allows the intern to shadow district-level personnel for half days or whole days and allows the intern to interview district level personnel at various points in the internship. The field supervisor invites the intern to attend professional meetings and conferences and encourages the intern to take an active leadership role in special projects. Other responsibilities of the field supervisor include assigning meaningful reports to be written or edited by the intern, defining the intern’s role in selected activities, and supervising the intern’s performance in new kinds of activities. The field supervisor also coaches and evaluates the intern’s performance, provides frequent feedback, and serves as an advocate for the intern when he/she is ready to secure a central office position.
**Responsibilities of the Field Supervisor**
The practicum is a supervised professional educator assignment that provides candidates with practical experiences that will prepare them to become the best and most effective building level instructional leaders. It is a cooperative effort between the candidate, the cooperating administrator, and the field supervisor. Field supervisors act on behalf of the Educator Preparation Program to observe candidates, monitor their performance, and provide constructive feedback to improve their professional performance. Because of the distance education aspect of the programs, candidates are being asked to recruit their field supervisors. Field supervisors apply to Instructional Connections who partner with us in the delivery of our courses. Once approved and trained, field supervisors contact their candidates within three weeks of the start of the first content course and conduct the first observation/contact by the end of the sixth week. Two other observations/visits are conducted; one during the first semester of the program and one during the last semester of the program (for a total of at least three observations). Each observation/visit must be at least 45 minutes in length; the field supervisor provides written feedback to the candidates and to the cooperating administrator.

**Responsibilities of the University**
The university supervisor supervises the internship by advising the intern, supervising the program of studies, monitoring the intern’s progress through the program, and assisting the intern in completing the program of studies and applying for the institutional recommendation and certification. The university will communicate with interns, mentors, and home superintendents as needed; provide honest, timely feedback to the intern regarding performance; and suggest meaningful learning activities for the intern.
Appendix A. Ten Tips for Success in Your Online Coursework

1. You are responsible for being able to access the course and complete the assignments. The blackboard environment is easy to use, but it can be intimidating if you've never used it before. Take time to explore the course site and learn to navigate the system. If you need help, contact blackboard support (first choice) or the instructor.

2. Online courses provide a lot of flexibility for you to work at your convenience. The flexibility requires you to be self-motivated. Recognize your responsibility, know what you need to do and do it. Online systems can sometimes stop working at the most inopportune times; do not wait until the last minute to complete assignments. Always, always back up your work on a jump drive or a second hard drive just in case. Remember, when you post something in blackboard you'll need to click submit or your posting will not be saved.

3. Online does not mean easier. Your online courses will require anywhere from 9 to 15 hours per week per course. If you were taking a traditional course, you would have to attend class during a certain time. Setting up a time every week to work on your online course will keep you from falling behind.

4. Most communication is done in writing in an online course. Many students find it helpful to prepare an assignment using the word processing program and then posting it by copying and pasting so they can think through ideas before responding and use spell/grammar check.

5. Make it a habit to log onto the course every day. Check for new announcements or assignments. See if anyone has posted anything on the discussion boards.

6. Don't think you're all alone. Take advantage of all the features of Blackboard to get to know the other students. You can meet classmates in the chat room to talk about the course or assignments or post questions on the discussion board.

7. Stay in touch with your instructors. Let them know how things are going. If you're having problems let your instructor know what is going on. Just remember—even though your course is available 24 hours a day and 7 days a week—your instructor is not. When you send a question to your instructor at 3:00 a.m., don't expect to hear back from them in 15 minutes. Ask your instructor what the estimated turnaround time will be for e-mail messages and assignments.

8. Never assume that only the person you sent them to is reading your online messages. e-mail messages are easily copied or forwarded. Don't write anything that you wouldn't want to see on the evening news.

9. Use virus protection software when sending or opening files. Don't infect others!

10. Know about plagiarism and copyright laws. Just because it's freely available on the Internet doesn't mean you can copy it or have it. Most graphics and files are copyrighted making it illegal to make copies. Make it a habit to acknowledge your sources.
Appendix B. The ISLLC Standards


**Standard 1:** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:
- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

**Standard 2:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:
- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

**Standard 3:** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:
- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

**Standard 4:** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

Revised January 5, 2016
A. Collect and analyze data and information pertinent to the educational environment
B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources
C. Build and sustain positive relationships with families and caregivers
D. Build and sustain productive relationships with community partners

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
 Functions:
   A. Ensure a system of accountability for every student’s academic and social success
   B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
   C. Safeguard the values of democracy, equity, and diversity
   D. Consider and evaluate the potential moral and legal consequences of decision-making
   E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
 Functions:
   A. Advocate for children, families, and caregivers
   B. Act to influence local, district, state, and national decisions affecting student learning
   C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

From: Educational Leadership Policy Standards: ISLLC 2008 as Adopted by the National Policy Board for Educational Administration, April 2008. Available at:
http://ccsso.org/Resources/Publications/Educational_Leadership_Policy_Standards_ISLLC_2008_as_Adopted_by_the_National_Policy_Band_for_Educational_Administration.html
Appendix C. The ELCC Standards

**Standard 1.0: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.**

1.1 **Collaboratively develop and implement a shared vision and mission.**
Candidates have knowledge about:
   i. The nature of district-wide collaborative visioning and the impact of vision and mission on student achievement various methods for involving stakeholders in the visioning process and consensus building.
   ii. Theories and relevant knowledge of vision and mission including understanding of learning in a pluralistic society, the diversity of learners and learners’ needs, school districts as interactive social and cultural systems, and social and organizational change.

Candidates demonstrate skill abilities to:
   i. Design, articulate, and support a collaborative process for developing and implementing a vision and mission for a district.
   ii. Formulate plans and initiatives to implement the vision and mission statements and communicate the vision and mission to the appropriate district constituencies.

1.2 **Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.**
Candidates have knowledge about:
   i. The purposes and processes for collecting, analyzing and using appropriate data to drive decision making that impacts student learning.
   ii. The design and utilization of assessment data for learning.
   iii. Organizational effectiveness and learning.

Candidates demonstrate skill abilities to:
   i. Develop and utilize data-based research strategies and strategic planning processes that inform the development and support of a vision and mission that promotes learning.
   ii. Involve stakeholders in collecting and utilizing data to assess the effectiveness of the district and to generate district improvement targets that promote learning.

1.3 **Create and implement plans to achieve goals.**
Candidates have knowledge about:
   i. Strategic, tactical, and operational program planning, implementation, and evaluation.
   ii. District improvement planning processes.
   iii. Variables that affect student achievement.

Candidates demonstrate skill abilities to:
   i. Create strategic, tactical and operational goals and collaboratively develop implementation plans to achieve those goals.
   ii. Develop district improvement plans that reflect these six concepts: vision, instruction, management, collaboration, ethics, and political structure

1.4 **Promote continuous and sustainable improvement.**
Candidates have knowledge about:
   i. The role of professional learning in continuous and sustainable improvement.
   ii. Continuous and sustained improvement models and processes.
iii. Change processes, including continuous and sustainable improvement and discontinuous transformational change at the district-level.

iv. Strategic management of human capital and its impact on continuous and sustainable improvement.

Candidates demonstrate skill abilities to:

i. Identify strategies and practices to build organizational capacity to support continuous and sustainable district improvement.

ii. Identify capacity building strategies for developing district leadership capacity.

iii. Create a plan to implement change processes to support continuous and sustainable improvement and ensure transformational change at the district-level.

iv. Design a comprehensive district-level professional development program.

1.5 Monitor and evaluate progress and revise plans.

Candidates have knowledge about:

i. Effective strategies for monitoring the implementation and revision of plans to achieve district improvement goals.

ii. Program evaluation models.

Candidates demonstrate skill abilities to:

i. Develop plans to monitor program development and implementation to achieve district goals.

ii. Construct evaluation processes to assess the effectiveness of district plans and programs.

Standard 2.0: An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

2.1 Nurture and sustain a culture of collaboration, trust, learning, and high expectations.

Candidates have knowledge about:

i. The elements of district culture and ways it can be influenced to ensure student success.

ii. How district culture influences school culture.

Candidates demonstrate skill abilities to:

i. Work collaboratively with others (school board, the community, etc.) to accomplish district improvement goals.

ii. Lead change and collaboration that improves district practices and student outcomes.

iii. Incorporate cultural competence in development of programs, curriculum, and instruction.

iv. Recognize, celebrate, and incorporate diversity in policies, programs, and practices.

2.2 Create a comprehensive, rigorous, and coherent curricular program.

Candidates have knowledge about:

i. The development of quality curriculum including principles/theories of learning, appropriate instructional techniques, and monitoring and evaluating instruction.

ii. The use of benchmarks, indicators, research methods, technology, and information systems to assess alignment of the curriculum.

iii. The acquisition and allocation of resources.
Candidates demonstrate skill abilities to:
  i. Use data to analyze the state of district curriculum and instruction.
  ii. Provide district resources to support quality curriculum and instruction.
  iii. Use technology to monitor and improve curriculum and instruction.

2.3 Create a personalized and motivating learning environment for students.
Candidates have knowledge about:
  i. Human development theory, proven learning and motivational theories, and how diversity influences the learning process.
Candidates demonstrate skill abilities to:
  i. Apply human development theory, proven learning and motivational theories and the influences of diversity to the learning process.
  ii. Use learning management systems to support personalized learning.
  iii. Develop district-wide comprehensive programs that meet the diverse learning needs and interests of students and school personnel.
  iv. Promote equity, fairness, and respect among school board members, administrators, faculty, parents, students, and the community.

2.4 Supervise instruction.
Candidates have knowledge about:
  i. Standards for high quality teacher, principal, and district practice.
Candidates demonstrate skill abilities to:
  i. Provide feedback to improve district teaching and learning.
  ii. Work collaboratively at the district-level to improve practice.
  iii. Monitor professional development and continuous improvement programs.

2.5 Develop assessment and accountability systems to monitor student progress.
Candidates have knowledge about:
  i. Multiple methods of evaluation, accountability systems, data collection, and analysis of data.
Candidates demonstrate skill abilities to:
  i. Align curriculum and instruction with assessment.
  ii. Design evaluation systems, make district plans based on assessment data, and provide feedback based on data.
  iii. Use technology to profile student and personnel performance in a district and analyze differences among subgroups.
  iv. Design, develop, and utilize district assessments for instruction and reporting.

2.6 Develop the instructional and leadership capacity of staff.
Candidates have knowledge about:
  i. Principles of quality professional development.
  ii. Leadership theories.
  iii. Change processes.
  iv. Evaluation of change and professional development.
Candidates demonstrate skill abilities to:
  i. Facilitate leadership through development activities that focus on growth and student learning.
  ii. Design district-level professional growth plans that reflect national professional development standards.

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iii. Use a variety of approaches to improve staff performance

2.7 Maximize time spent on quality instruction.
Candidates have knowledge about:
  i. District systems that promote efficient practices in the management of people, processes, and resources.
Candidates demonstrate skill abilities to:
  i. Develop district systems for efficient management of policies, procedures, and practices to optimize instructional time.

2.8 Promote the use of the most effective and appropriate technologies to support teaching and learning.
Candidates have knowledge about:
  i. Technology as pedagogical and administrative tools.
Candidates demonstrate skill abilities to:
  i. Use and promote technology to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators.
  ii. Use technology for district improvement.

2.9 Monitor and evaluate the impact of the instructional program.
Candidates have knowledge about:
  i. Program Evaluation
Candidates demonstrate skill abilities to:
  i. Interpret information and communicate progress toward vision and goals for educators, the district community, and other stakeholders.
  ii. Use disaggregated data to improve instructional programs within the district.
  iii. Use effective technology and performance management systems where appropriate to improve instructional programs within the district.
Use technology to monitor, analyze, and evaluate assessment results for accountability reporting and to guide continuous district improvement.

Standard 3.0: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

3.1 Monitor and evaluate the management and operational systems.
Candidates have knowledge about:
  i. How to assess and manage organizational, operational, and legal resources of the district.
  ii. How to manage the marketing and public relations functions of the district.
  iii. How to create and sustain strategic alignment throughout the district.
Candidates demonstrate skill abilities to:
  i. Analyze the district’s processes and operations to identify and prioritize daily and long-term challenges for the district.
  ii. Write policies and procedures for the district.
  iii. Implement and manage long range planning for the district.

3.2 Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.
Candidates have knowledge about:
  i. Methods and procedures for managing the district’s resources, including human resource development.
ii. Methods and procedures for managing the district’s operations.
iii. Methods and procedures for managing district facilities.
iv. Methods and procedures for strategically aligning resources with district priorities.
v. Methods and procedures for forecasting resource requirements for the district.

Candidates demonstrate skill abilities to:

i. Identify and appropriate funds for the district using a variety of tools and processes, including collaborating with stakeholders.
ii. Develop multi-year fiscal plans and annual budgets for the district.
iii. Audit the district’s budget and financial status.
iv. Develop facility and space utilization plans for the district.
v. Project short-term, mid-term, and long-term resource needs of the district.
vi. Use technology to manage district operations.

3.3 Promote and protect the welfare and safety of students and staff.

Candidates have knowledge about:

i. Strategies for providing district office and school building personnel, students, and visitors with a safe and secure building environment, including how to plan for a substance, weapon, and violence-free work environment.

Candidates demonstrate skill abilities to:

i. Create policies to create safe and secure central office and school-work environments.

3.4 Develop the capacity for distributed leadership.

Candidates have knowledge about:

i. The meaning of distributed leadership and how to create and sustain it.

Candidates demonstrate skill abilities to:

i. Identify leadership capabilities of staff at various levels of the district.
ii. Model collaboration skills.
iii. Authentically involve district and school personnel in decision-making processes.

3.5 Ensure teacher and organizational time is focused to support quality instruction and student learning.

Candidates have knowledge about:

i. How to manage personal managerial and leadership responsibilities.
ii. How to manage time and priorities.
iii. How to create and manage district schedules.

Candidates demonstrate skill abilities to:

i. Use power and political skills in ethical ways.
ii. Serve as a role model for effective management and leadership.
iii. Write district policies that protect instructional time and schedules.
iv. Develop a master schedule for the district.

Standard 4.0: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collect and analyze data and information pertinent to the educational environment.

Candidates have knowledge about:

i. The collection and analysis of data and information pertinent to the district educational environment.

Candidates demonstrate skill abilities to:
i. Use the appropriate strategies to collect, analyze and interpret data and information pertinent to the district environment.
ii. Communicate information about the district to the community.

4.2 Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources.
Candidates have knowledge about:
   i. Cultural competence.
   ii. Diverse cultural, social and intellectual community resources.
Candidates demonstrate skill abilities to:
   i. Identify and use diverse community resources to improve district programs and meet the needs of all students.

4.3 Build and sustain positive relationships with families and caregivers.
Candidates have knowledge about:
   i. The needs of students, parents or caregivers.
   ii. Organizational culture that promotes open communication with families and caregivers.
   iii. Strategies for effective oral and written communication with families and caregivers.
Candidates demonstrate skill abilities to:
   i. Assess the needs of students, parents or caregivers.
   ii. Articulate a vision of district leadership characterized by respect for children and their families.
   iii. Apply oral and written communication and collaboration strategies to develop district relationships with families and caregivers.
   iv. Involve families and caregivers in decision making on the education of children within the district.

4.4 Build and sustain positive relationship with community partners.
Candidates have knowledge about:
   i. The needs of district community partners.
   ii. District organizational culture that promotes open communication with community partners.
   iii. District strategies for effective oral and written communication and collaboration to develop and sustain productive relations with community partners.
Candidates demonstrate skill abilities to:
   i. Assess the needs of district community partners.
   ii. Apply oral and written communication and collaboration strategies to develop district relationships with community partners.

Standard 5.0: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

5.1 Ensure a system of accountability for every student’s academic and social success.
Candidates have knowledge about:
   i. Federal, state, and local legal/policy guidance to create operational definitions of accountability, equity, and social justice.
Candidates demonstrate skill abilities to:
   i. Plan, implement, and evaluate policies, procedures, and practices within the district that support students’ academic and social successes.
5.2 Model principles of self-awareness, reflective practice, transparency, and ethical behavior
Candidates have knowledge about:
  i. Legal and professional organizations’ information to understand the basic tenants of ethical behavior, the relationship between ethical behavior, district culture and student achievement.
  ii. The effect of ethical behavior on one’s own leadership.
Candidates demonstrate skill abilities to:
  i. Formulate a district-level leadership platform grounded in ethical standards and practices.
  ii. Analyze decisions in terms of established ethical standards.

5.3 Safeguard the values of democracy, equity, and diversity.
Candidates have knowledge about:
  i. Democratic values, equity, and diversity.
Candidates demonstrate skill abilities to:
  i. Develop, implement, and evaluate district policies and procedures that support democratic values, equitable practices, and a respect for diversity district-wide.

5.4 Consider and evaluate the potential moral and legal consequences of decision-making.
Candidates have knowledge about:
  i. Current ethical and moral issues facing education, government, and business and their consequences.
Candidates demonstrate skill abilities to:
  i. Formulate sound solutions to educational dilemmas across a range of content areas in educational leadership.

5.5 Promote social justice and ensure that individual student needs inform all aspects of schooling.
Candidates have knowledge about:
  i. The relationship between social justice, district culture, and student achievement.
Candidates demonstrate skill abilities to:
  i. Develop and evaluate district policies, programs, and practices that ensure social justice, equity, confidentiality, acceptance, and respect between and among students and faculty that support student achievement

Standard 6.0: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
6.1 Advocate for children, families, and caregivers.
Candidates have knowledge about:
  i. Policies, laws and regulations enacted by local, state and federal authorities that affect school districts.
Candidates demonstrate skill abilities to:
  i. Serve as respectful spokespersons for the children and families served by the district.
  ii. Apply law and policy consistently, fairly and ethically district-wide.

6.2 Act to influence local, district, state, and national decisions affecting student learning.
Candidates have knowledge about:
  i. The larger political, social, economic, legal and cultural context.
ii. Knowledge of how to use power and political skills to influence local, state and federal decisions. Candidates demonstrate skill abilities to:
   i. Advocate for district policies and programs that promote equitable learning opportunities and success for all students and adults.
   ii. Communicate policies, laws, regulations and procedures to appropriate district stakeholders.

6.3 Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.
Candidates have knowledge about:
   i. Anticipating future issues and trends that can affect districts.
   ii. Contemporary and emerging leadership theories.
Candidates demonstrate skill abilities to:
   i. Identify emerging trends and issues likely to impact the district.
   ii. Adapt leadership strategies and practice to address emerging issues.

Standard 7.0: Internship
7.1 Field-based Internship Experiences
   i. Candidates participate in planned and authentic field experiences embedded within courses during the entire course of the program as assigned by institution faculty and approved by the on-site mentor.
   ii. Candidates document all field experiences.
   iii. Field experiences occur in a variety of district leadership settings that allow candidates to demonstrate a wide range of relevant knowledge and skills.
   iv. Field experiences provide opportunities for candidates to work with appropriate community organizations such as social service groups, parent groups, and school boards.

7.2 Standards-based Internship Experiences
   i. Internship experiences provide candidates with significant opportunities to synthesize and apply the knowledge and skill abilities identified in the previous ELCC Standards 1.0-6.0.
   ii. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders within a district.
   iii. Intern experiences provide candidates with authentic district-level responsibilities that increase over time in amount and complexity and involve direct interaction with staff, school, parents, students, school board, and district community leaders.
   iv. Candidates are provided opportunities to apply knowledge and skills articulated by state standards and district policies for educational leaders within a district.

7.3 Sustained Experiences
   i. Candidates are provided a six-month, full-time (9-12 hours per week) internship experience. This experience need not be consecutive and may include experiences of different lengths. However, the internship must include an extended capstone experience to maximize the candidate’s opportunities to practice and refine their district-level knowledge and skills. This experience may include two noncontiguous internships of three months each, a four-month internship and two months of field experiences, or another equivalent combination.
ii. Candidates submit an internship plan that is approved by both the on-site mentor and institution faculty.

7.4 Qualified On-Site Mentor
i. A qualified on-site mentor is selected collaboratively by the intern candidate and institution faculty.
ii. Each on-site mentor has demonstrated successful experience as an educational leader within a district.
iii. High-quality training of on-site mentors is provided by the supervising institution in order that the on-site mentor may provide the intern candidate with ongoing supervision, guidance, and evaluation

7.5 Credit
i. Candidates take the internship for credit according to the policies of the program.

Appendix D. Superintendent TEES: Texas Examinations of Educator Standards

Test Framework from the Test Manual
Available at:

Domain I—Leadership of the Educational Community (approximately 40%)
Domain II—Instructional Leadership (approximately 30%)
Domain III—Administrative Leadership (approximately 30%)

DOMAIN I—LEADERSHIP OF THE EDUCATIONAL COMMUNITY
Competency 001: The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.
The superintendent knows how to:
- serve as an advocate for all children.
- model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- implement policies and procedures that promote district personnel compliance with The Code of Ethics and Standard Practices for Texas Educators.
- apply knowledge of ethical issues affecting education.
- apply laws, policies, and procedures in a fair and reasonable manner.
- interact with district staff and students in a professional manner.

Competency 002: The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.
The superintendent knows how to:
- establish and support a district culture that promotes learning, high expectations, and academic rigor for self, students, and staff.
- facilitate the development and implementation of a shared vision that focuses on teaching and learning and ensures the success of all students.
- implement strategies for involving all stakeholders in planning processes and for facilitating planning between constituencies.
- use formal and informal techniques to monitor and assess district/school climate for effective, responsive decision making.
- institute procedures for monitoring the accomplishment of district goals and objectives to achieve the district's vision.
- facilitate the development, use, and allocation of all available resources, including human resources, to support implementation of the district's vision and goals.
- recognize and celebrate contributions of staff and community toward realization of the district's vision.
- maintain awareness of emerging issues and trends affecting public education and communicate their significance to the local educational community.
- encourage and model innovative thinking and risk taking and view problems as learning opportunities.
• promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the educational community.

**Competency 003: The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.**

The superintendent knows how to:

• serve as an articulate spokesperson for the importance of public education in a free democratic society.
• develop and implement an effective and comprehensive internal and external district communications plan and public relations program.
• analyze community and district structures and identify major opinion leaders and their relationships to district goals and programs.
• establish partnerships with families, area businesses, institutions of higher education, and community groups to strengthen programs and support district goals.
• implement effective strategies for systematically communicating with and gathering input from all stakeholders in the district.
• communicate and work effectively with diverse social, cultural, ethnic, and racial groups in the district and community so that all students receive appropriate resources and instructional support to ensure educational success.
• develop and use formal and informal techniques to gain an accurate view of the perceptions of district staff, families, and community members.
• use effective consensus-building and conflict-management skills.
• articulate the district's vision and priorities to the community and to the media.
• influence the media by using proactive communication strategies that serve to enhance and promote the district's vision.
• communicate effectively about positions on educational issues.
• use effective and forceful writing, speaking, and active listening skills.

**Competency 004: The superintendent knows how to respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district's educational vision.**

The superintendent knows how to:

• analyze and respond to political, social, economic, and cultural factors affecting students and education.
• provide leadership in defining superintendent-board roles and establishing mutual expectations.
• communicate and work effectively with board members in varied contexts, including problem-solving and decision-making contexts.
• work with the board of trustees to define mutual expectations, policies, and standards.
• access and work with local, state, and national political systems and organizations to elicit input on critical educational issues.
• use legal guidelines to protect the rights of students and staff and to improve learning opportunities.
• prepare and recommend district policies to improve student learning and district performance in compliance with state and federal requirements.

DOMAIN II—INSTRUCTIONAL LEADERSHIP

Competency 005: The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance.

The superintendent knows how to:
• facilitate effective curricular decision making based on an understanding of pedagogy, curriculum design, cognitive development, learning processes, and child and adolescent growth and development.
• implement planning procedures to develop curricula that achieve optimal student learning and that anticipate and respond to occupational and economic trends.
• implement core curriculum design and delivery systems to ensure instructional quality and continuity across the district.
• develop and implement collaborative processes for systematically assessing and renewing the curriculum to meet the needs of all students and ensure appropriate scope, sequence, content, and alignment.
• use assessment to measure student learning and diagnose student needs to ensure educational accountability.
• evaluate district curricula and provide direction for improving curricula based on sound, research-based practices.
• integrate the use of technology, telecommunications, and information systems into the school district curriculum to enhance learning for all students.
• facilitate the use of creative thinking, critical thinking, and problem solving by staff and other school district stakeholders involved in curriculum design and delivery.
• facilitate the effective coordination of district and campus curricular and extracurricular programs.

Competency 006: The superintendent knows how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

The superintendent knows how to:
• apply knowledge of motivational theories to create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the district's vision.
• facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning.
• facilitate the development of a learning organization that encourages educational excellence, supports instructional improvement, and incorporates best practice.
• facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to district/school improvement initiatives.
• plan and manage student services and activity programs to address developmental, scholastic, social, emotional, cultural, physical, and leadership needs.

Revised January 5, 2016
• establish a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results.
• apply knowledge of special programs to ensure that students with special needs are provided with appropriate resources and effective, flexible instructional programs and services.
• analyze instructional resource needs and deploy instructional resources effectively and equitably to enhance student learning.
• analyze the implications of various organizational factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
• develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning.
• ensure responsiveness to diverse sociological, linguistic, cultural, psychological, and other factors that may affect student development and learning and create an environment in which all students can learn.

Competency 007: The superintendent knows how to implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.

The superintendent knows how to:
• enhance teaching and learning by participating in quality professional development activities and studying current professional literature and research.
• develop, implement, and evaluate a comprehensive professional development plan to address identified areas of district, campus, and/or staff need.
• facilitate the application of adult learning principles to all professional development activities, including the use of support and follow-up strategies to facilitate implementation.
• implement strategies to enhance professional capabilities at the district and campus level.
• work collaboratively with other district personnel to plan, implement, and evaluate professional growth programs.
• deliver effective presentations and facilitate learning for both small and large groups.
• implement effective strategies for the recruitment, selection, induction, development evaluation, and promotion of staff.
• develop and implement comprehensive staff evaluation models that include both formative and summative assessment and appraisal strategies.
• diagnose organizational health and morale and implement strategies and programs to provide ongoing assistance and support to personnel.

DOMAIN III—ADMINISTRATIVE LEADERSHIP

Competency 008: The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.

The superintendent knows how to:
• apply procedures for effective budget planning and management.
• work collaboratively with stakeholders to develop district budgets.
• facilitate effective account auditing and monitoring.
• establish district procedures for accurate and effective purchasing and financial record keeping and reporting.
• acquire, allocate, and manage resources according to district vision and priorities, including obtaining and using funding from various sources.
• use district and staff evaluation data for personnel policy development and decision making.
• apply knowledge of certification requirements and standards.
• apply knowledge of legal requirements associated with personnel management including requirements relating to recruiting, screening, selecting, evaluating, disciplining, reassigning, and dismissing personnel.
• manage one's own time and the time of others to maximize attainment of district goals.
• develop and implement plans for using technology and information systems to enhance school district operations.
• apply pertinent legal concepts, regulations, and codes.

Competency 009: The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.
The superintendent knows how to:
• apply procedures for planning, funding, renovating, and/or constructing school facilities.
• implement strategies that enable the district's physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
• apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
• develop and implement procedures for crisis planning and for responding to crises.
• apply procedures for ensuring the effective operation and maintenance of district facilities.
• implement appropriate, effective procedures in relation to district transportation services, food services, health services, and other services.
• apply pertinent legal concepts, regulations, and codes.

Competency 010: The superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.
The superintendent knows how to:
• implement appropriate management techniques and group process skills to define roles, assign functions, delegate effectively, and determine accountability for goal attainment.
• implement processes for gathering, analyzing, and using data for informed decision making.
• frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
• use strategies for working with others, including the board of trustees, to promote collaborative decision making and problem solving, facilitate team building, and develop consensus.

• encourage and facilitate positive change, enlist support for change, and overcome obstacles to change in varied educational contexts.

• apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

• analyze and manage internal and external political systems to benefit the educational organization.
Appendix E. Superintendent Intern’s Self-Assessment Planning Document

SELF-ASSESSMENT OF LEADERSHIP COMPETENCIES

It is important that leaders engage in critical self-assessment at all stages of their careers. Consequently, as you prepare for your internship, you will plan to engage in activities that address your individual professional development needs. The purpose of this instrument is to assist you identify your current strengths and weaknesses as an educational leader.

The instrument is based on the ISLLC standards for school district leaders. For more detailed description of the knowledge and skills required by each indicator, refer to the ELCC 2009 table attached to the course syllabus and in your handbook as an appendix. Remember, this is about leadership at the district level. Your campus level understandings are important but not sufficient to be considered outstanding competency when planning your Superintendency internship.

Refer to the ELCC standards for more information. Circle the number below that best reflects your perception of your current level of competency with each item. Average your rating scores at the end of each section. Transfer your scores for each competency to the summary sheet that follows the assessment:

- A score of 5 represents outstanding competency.
- A score of 4 represents very good competency.
- A score of 3 represents satisfactory competency.
- A score of 2 represents limited competency or experience.
- A score of 1 represents no competency or experience.

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

A. Collaboratively develop and implement a shared vision and mission. 1 2 3 4 5
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning. 1 2 3 4 5
C. Create and implement plans to achieve goals. 1 2 3 4 5
D. Promote continuous and sustainable improvement. 1 2 3 4 5
E. Monitor and evaluate progress and revise plans. 1 2 3 4 5

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations. 1 2 3 4 5
B. Create a comprehensive, rigorous, and coherent curricular program. 1 2 3 4 5
C. Create a personalized and motivating learning environment for students. 1 2 3 4 5
D. Supervise instruction. 1 2 3 4 5

Revised January 5, 2016
E. Develop assessment and accountability systems to monitor student progress. 

F. Develop the instructional and leadership capacity of staff. 

G. Maximize time spent on quality instruction. 

H. Promote the use of the most effective and appropriate technologies to support teaching and learning. 

I. Monitor and evaluate the impact of the instructional program.

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

A. Monitor and evaluate the management and operational systems. 

B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources. 

C. Promote and protect the welfare and safety of students and staff. 

D. Develop the capacity for distributed leadership. 

E. Ensure teacher and organizational time is focused to support quality instruction and student learning.

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

A. Collect and analyze data and information pertinent to the educational environment. 

B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources. 

C. Build and sustain positive relationships with families and caregivers. 

D. Build and sustain productive relationships with community partners.

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

A. Ensure a system of accountability for every student’s academic and social success. 

B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior. 

C. Safeguard the values of democracy, equity, and diversity. 

D. Consider and evaluate the potential moral and legal consequences of decision-making. 

E. Promote social justice and ensure that individual student needs inform all aspects of schooling.

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Revised January 5, 2016
Functions:
   A. Advocate for children, families, and caregivers
   B. Act to influence local, district, state, and national decisions affecting student learning
   C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Adapted from the Educational Leadership Policy Standards: ISLLC 2008 as adopted by the National Policy Board for Educational Administration (NPBEA) on December 12, 2007.

**SUMMARY WORKSHEET**
- Use this worksheet to summarize your critical self-assessment.
- High average scores represent areas of strength.
- Low average scores represent opportunities for growth during your internship.

| Standard 1. Visionary Leadership |          |
| Standard 2. Instructional Leadership |        |
| Standard 3. Administrative Leadership/ Management |        |
| Standard 4. Communications and Community Relations |        |
| Standard 5. Integrity/Ethical Leadership |        |
| Standard 6. Responding to the Context |        |

**Average Score**

**Notes:**
Appendix F. Sample Superintendency Internship Plan

Part I. Narrative Summary of Personal and Professional Goals for Internship

Summary of Personal and Professional Goals for Internship

My goal is to integrate the knowledge I have learned through coursework with an internship at **********, under the direction of **********. Through the internship, I intend to gain hands-on experience in the daily life and work of a superintendent. I further look to apply, refine, and to assess my knowledge and skills in areas related to the **** State Standards.

During the course of my internship, I intend to assist in significant and varied district level administrative responsibilities. As I progress through the internship, I hope to assume increasing levels of responsibility that will enable me to experience the full range of duties performed by a superintendent.

As an outcome of my internship experience, my goal is to develop new areas of expertise, leadership, and management abilities. I will have assembled a portfolio including a log of ***** or more internship hours (as required by my state), documents related to the administrative tasks, notes and projects completed. The experiences will enhance my competence to assume a district level position in the future.
SAMPLE INTERNSHIP PLAN PART 2

**ELCC Standard 2.6 Develop the instructional and leadership capacity of staff.**

Candidates have knowledge about:

i. Principles of quality professional development.
ii. Leadership theories.
iii. Change processes.
iv. Evaluation of change and professional development

Candidates demonstrate skill abilities to:

i. Facilitate leadership through development activities that focus on growth and student learning.
ii. Design district-level professional growth plans that reflect national professional development standards.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TIMELINE</th>
<th>EVALUATION</th>
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</table>
| 1. Review the district-level professional development plans.  
2. Interview superintendent or other central office person that implements the plans. How does the plan reflect national professional development standards? How does the plan meet the district’s needs? How does the plan address the needs of staff at all levels (including principals)?  
3. Write a summary of your findings. How can I apply what I learned when I am in a central office position? Can I see room for improvement? | August  
August-September | Reflection/log  
Reflection/log  
Reflection/log |
ELCC Standard 2.5 Develop assessment and accountability systems to monitor student progress.
Candidates have knowledge about:
i. Multiple methods of evaluation, accountability systems, data collection, and analysis of data.
Candidates demonstrate skill abilities to:
iv. Design, develop, and utilize district assessments for instruction and reporting.

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<tr>
<th>ACTIVITIES</th>
<th>TIMELINE</th>
<th>EVALUATION</th>
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<tbody>
<tr>
<td>1. Meet with the district test coordinator to plan how I can assist in coordinating and supervising the district testing.</td>
<td>August</td>
<td>Log</td>
</tr>
<tr>
<td>2. Review all related materials</td>
<td>August</td>
<td>Log</td>
</tr>
<tr>
<td>3. Participate in related activities under direction of the district test coordinator.</td>
<td>August-May</td>
<td>Reflection/log</td>
</tr>
<tr>
<td>4. Assist with training for principals and teachers /test administrators.</td>
<td>August-May</td>
<td>Reflection/log</td>
</tr>
<tr>
<td>5. Supervise testing as external monitor on a campus that is not the same level as my current assignment (elementary, middle, or high school).</td>
<td>August-May</td>
<td>Reflection/log</td>
</tr>
</tbody>
</table>
Appendix G. Suggested Internship Activities

The choice of activities is a shared responsibility of the superintendent intern, the cooperating superintendent mentor and the university professor. Some activities will be selected at the beginning of the internship but the internship evolves over a period of time. New opportunities emerge; situations change. Planned activities can be changed, and new activities may be added.

Most of the internship activities listed here are suggested for interns. Variations of these activities, or other new activities appropriate to the standard, should be developed by the intern, cooperating superintendent, and the university supervisor. Each course in the program will provide an activity and artifact that addresses a specific competency. These will be required for successful completion of the coursework and ensure that the intern has addressed each of the ELCC standards.

Note: These suggested internship activities are directly linked to the national standards for school district leadership and have been adapted from a variety of sources. This is not original work but it is not possible for me to track down original sources. So, please do not cite this document under any circumstances. I provide these suggestions as instructional resource for my students with great appreciation for my colleagues at the University of Texas at Arlington and other universities who have made their work available. You may adapt these suggestions to design an internship plan that will best serve you and your district them.

Standard 1.0: Organizational Vision

Candidates who complete the program are educational/organizational leaders who have the knowledge and ability to promote the success of all constituents by facilitating the development, articulation, implementation and stewardship of a vision of learning supported by all stakeholders in the learning community.

1.1 Develop a Vision

a) Meet with a group of stakeholders to facilitate the development of a vision that promotes the success of all learners. How will you move toward consensus in a diverse group?
b) Analyze the strategic planning process used by the district and compare it to a model from professional literature. Do theory and knowledge align with the local context?
c) Analyze and report district data in order to help the leadership team develop a vision that considers the needs of diverse student learners.
d) Propose to the leadership team ways to use a shared vision to mobilize resources to support the vision.
e) Identify barriers to achieving the vision of the district and propose ways to overcome barriers.
f) Identify the superintendent’s specific behaviors in developing the vision and goals with the various audiences of the district.

1.2 Articulate a Vision

a) Summarize in your own words the vision of the district and the leadership behaviors/processes necessary to implement the vision.
b) What specific initiatives is the district currently focused on? How do you know? Who is responsible for implementing or monitoring the progress?

c) Draw upon relevant information sources such as assessment results, demographic data, and analysis of the needs of the learning community to articulate the vision.

d) Develop a district profile highlighting achievement, demographics, geography, and student enrollment to be used as a basis for a shared vision.

1.3 Implement a Vision

a) Plan and conduct a program to motivate a group of stakeholders to achieve the district’s vision.

b) Design a research-based process to effectively implement the district’s vision.

c) Identify motivational strategies influencing the school board in working together toward achieving the school’s vision.

d) Assist the superintendent by preparing new board member’s orientation materials.

e) What indicators in the community will tell a superintendent if the timing is right for a change in the implementation plan? Discuss the question with the superintendent, and draw upon literature on organizational change in your response to the question.

1.4 Steward a Vision

a) Analyze the alignment of administrative policies and practices required for full implementation of the learning community’s vision. Do some policies need redesign? If so, propose a redesign of a particular policy or practice.

b) Collect, organize, and analyze a variety of information necessary to assess progress toward the district’s vision, mission, and goals. Is the district making progress?

c) Identify and review all of the grants operating in the district and consider how each grant contributes to the shared vision of the district. Identify, if possible, the impact of the various grants on the cultures represented in the district.

1.5 Promote Community Involvement with the Vision

a) Develop a plan to communicate effectively and to bring together various stakeholder groups in the larger learning community regarding the implementation and realization of a vision. Include specific behaviors of the superintendent; identify specific processes to use for the realization of the vision.

b) What are the indicators that reveal the realization of a vision? If a district does achieve its vision, what is the next step?

Standard 2.0: Organizational Culture of Professional Growth

Candidates who complete the program are leaders who have the knowledge and ability to promote the success of all in the organization by promoting a positive culture, applying best practice to learning, and designing comprehensive growth plans.

2.1 Promote Positive Culture

a) Design a sustainable approach to improve and maintain a positive culture for learning to meet the needs of all learners in the community while capitalizing on the multiple aspects of diversity represented in the district.

Revised January 5, 2016
b) Conduct a cultural audit of the district using the model described in the *Journal of Staff Development*, Summer, 2002. Document each step of the audit, as outlined in the model.

c) Identify aspects of the district culture that are positive; compare these to positive culture attributes in the literature.

d) Identify possible strategies (from the literature) that could be implemented in the district for the creation or maintenance of a positive culture.

### 2.2 Provide Professional Development

a) Assist the leadership team in the selection of appropriate research methodologies for studying the effectiveness of various district systems. Outline the comparable strengths and weaknesses of each method.

b) Plan a study using qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district’s staff development system. The plan should be capable of assessing improvement and accountability of the staff development program.

c) Prepare a presentation for the board and staff on the leader’s use of technology and information systems to enrich the organization, monitor instructional practices, and provide assistance to leaders who have needs for improvement.

d) Develop a proposal for the board of education demonstrating your ability to allocate and justify resources to sustain professional development programs.

e) Complete a district staff development plan.

### 2.3 Apply Best Practices to Learning

a) Design a staff development program and facilitate the engagement of the faculty in the program. Use best practices that are based upon sound research.

b) How will you work with teachers and leaders to assist in the understanding and application of best practices for improving professional growth and development?

c) As you design a professional development program, how will you address and apply 1) human development theory; 2) proven learning and motivational theories; and 3) concern for diversity?

d) Using a data set from the district, but with the identifiers removed, use the appropriate research strategies to profile performance among students and analyze differences among subgroups.

e) Select a problem related to instructional practices or student achievement in the district. Present the data (with identifiers removed), your analysis of the data, and a proposed action plan to resolve the problem. Apply best practices, research findings, and emerging trends related to the school leadership.

f) Identify several strategies for closing the gap between xx achievement and white students. Propose strategies which could work in your district, but which are not currently utilized.

g) Review laws, rules, regulations and policies and then collect and use data to monitor the effectiveness of program(s) or processes in place in the district such as special education, gifted and talented program, and athletics. Prepare and present a report describing your findings and/or make recommendations for improvement.
2.4 Design Comprehensive Professional Growth Plans

a) Drawing upon your knowledge of adult learning and the use of technology, design an element of professional development to promote new learning and skills in the classroom. Focus on an authentic problem or task, such as mentoring, coaching, conferencing, or other techniques.

b) Demonstrate the use of observation or collaborative reflection to help form comprehensive professional growth plans with teachers and leaders.

c) Develop a professional growth plan for yourself that reflects commitment to life-long learning and best practices.

Standard 3.0: Organization, Operations, and Resources

Candidates who complete the program are leaders who have the knowledge and ability to promote the success of the organization by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization

a) Discuss the optimization of personnel assignments using knowledge of research-based knowledge of learning, organizational development, and data management. Consider, for example, primary grade schedules and staffing assignments or junior/senior high school assignments when in one building.

b) Provide an example of how a superintendent might demonstrate the ability to manage time and to deploy financial and human resources effectively. Consider the management of custodial and maintenance staff.

c) When planning for the number of sections or advanced level classes, how can a superintendent provide equity, efficiency, and effectiveness?

d) What legal principles guide district decisions for equity, efficiency, and effectiveness?

e) Develop a proposal for improving one area of the HR process. The area might be record keeping, background investigations, the timeline for hiring, the recruiting process, or any other area in human resources.

f) Review the HR processes and policies in the district for recruitment, selection, placement, and retention of certified and non-certified employees. Outline these on paper, and discuss the HR functioning with the superintendent to identify areas that may need attention.

3.2 Manage Operations

a) Prepare a presentation for a group of stakeholders for the purpose of involving stakeholders in the alignment of resources and the determination of priorities. The goal of the presentation is to maximize ownership and accountability among stakeholders.

b) Document a district-wide project that used effective needs assessments, research-based data, and group process skills to build consensus regarding the alignment of resources with the district’s vision.

c) Is there an organizational chart for the district? Look for information regarding the various roles and responsibilities of people in central office.

d) Develop a communications plan for integrating divisions (levels) or the district.

e) Develop a plan to promote and support community collaboration among personnel.

f) Outline the steps of an effective conflict resolution program a superintendent might use.
g) Review the district processes for purchasing, storage, and distribution of supplies, including food. Identify areas that are problematic or highly effective.
h) Review the district’s policy manual for areas related to management to determine if policies require updating.

3.3 Manage Resources

a) Investigate and propose to the current superintendent alternative staffing patterns to ensure district wide services to students by highly qualified teachers. Consider fiscal, human, and material resource allocation. Consider the strategic plan of the district.
b) Identify an innovative practice or a new resource and study its effectiveness and appropriateness for your district.
c) Review the district’s budget with the business manager to determine if finance structures and models ensure adequate financial resources are allocated equitably across the district.
d) Assess the adequacy of current technology in the district for management, business procedures, and scheduling. Propose upgrades or changes in procedures, if appropriate.
e) Review the district’s crisis plan to determine if expenditures and planning have been adequate for preparation for various kinds of disasters, including lack of water, lack of heat, epidemics, fire or flooding.

Suggested Internship Activities -- Standard 4.0: Collaboration

Candidates who complete the program are leaders who have the knowledge and ability to promote the success of the organization and all organizational members by collaborating with organizational and other community members to respond to diverse organizational and community needs/interests and mobilize organizational and community resources to achieve desired organizational outcomes, including the growth and development of organizational members.

4.1 Collaborate with Organizational and Other Community Members

a) Describe a program which brought together district and community resources to implement services to achieve desired organizational outcomes. Consider, for example, district out-reach efforts to encourage families to send children to school.
b) Design a plan using public information and research-based knowledge of issues and trends to collaboratively achieve district goals. Consider improved graduation rates, for example.
c) Identify from your district or neighboring districts’ strategies for promoting effective partnerships.
d) Identify strategies for developing nurturing relationships stakeholders in the decision-making.
e) Document collaboration with community agencies that has resulted in integrated health or social services for the mutual benefit of the school and the community.

4.2 Respond to Organizational and Community Needs/Interests

a) Document the informed decision-making of a district when information was collected and organized formally and informally and from multiple stakeholders.
b) What behaviors will teachers and leaders of a district demonstrate to promote maximum involvement with the community and maximum visibility within the larger community?
c) Develop guidelines for a new superintendent who wants to interact effectively with individuals and groups who reflect conflicting perspectives in the larger community.

d) How can a superintendent capitalize on the diversity of the school and community to improve performance and individual achievement?

4.3 Mobilize Organizational and Community Resources

a) (See 4.2.a) Document an informed decision-making process in the school district/community.

b) (See 4.2.b) Develop a public relations plan to promote maximum involvement and high visibility.

c) (See 4.2.c) Develop a conflict resolution process suitable for use in communities/schools.

d) Design an assessment to determine the diverse conditions and dynamics in an urban or rural community.

Suggested Internship Activities -- Standard 5.0: Integrity, Fairness, and Ethics

Candidates who complete the program are leaders who have the knowledge and ability to promote the success of the organization by acting with integrity, fairly, and in an ethical manner.

5.1 Acts with Integrity

a) Observe leaders in the field who demonstrate a respect for the rights of others with regard to confidentiality, dignity, and engage in honest interactions. Describe the specific behaviors which leaders demonstrate, or write a short vignette to use as a basis for discussion in a group of staff members.

b) Compose a short collection of (one-page) ethical dilemmas with possible resolutions or considerations.

c) Identify the district procedures for protecting the confidentiality of students and staff. Compare the district’s procedures with the legal requirements.

d) Write an essay that outlines the elements of your personal sense of integrity. How do you demonstrate integrity in your day-to-day functioning as a leader?

5.2 Acts Fairly

a) Identify aspects of district functioning or district policy and procedures designed to promote fairness among students and families.

b) Document examples of fair and equitable treatment of professional employees in the district.

c) Discuss a particularly difficult personnel issue with the superintendent for the purpose of determining a fair and ethical resolution.

5.3 Acts Ethically

a) Familiarize yourself with your state’s code of ethics for educators. Compare and contrast the state’s code with school board policy and the AASA code of ethics for administrators. What do you see? How do your personal values correspond?

b) Does the board of education have a code of ethics? If so, where did the code originate, and how has it changed over the years? Are there district policies to address issues of integrity, fairness, and ethics for administrators and the board?
c) Compare your standard of ethical behavior with the traditional values represented in your district.

Standard 6.0: Political, Social, Economic, Legal, & Cultural Context

*Candidates who complete the program are leaders who have the knowledge and ability to promote success in the organization by understanding, responding to, and influencing the large political, social, economic, legal, and cultural context.*

6.1 Understand the Larger Context

a. Recommend improvements in district operations using appropriate research methods, theories, and concepts.

b. Prepare a presentation for teachers in the district to communicate your understanding of the complex issues associated with poverty and other disadvantages and the effects on families, community, children, and learning. Use specific examples from the local context, as well as state and national data for comparison.

c. Prepare a staff development session for teachers and principals to provide a basic understanding of policies, laws, and regulations enacted by local, state, and federal authorities and the impact upon district functioning.

d. Explain to local parents (in writing—one-pager) the system for financing the local district. Emphasize the effect of funding systems on the equitable distribution of opportunities within the district.

e. Develop guidelines to help new superintendents work with local, state, and national political leaders.

f. Outline the effects of two or more specific laws at the local, state, or national level on local district/community functioning.

g. Compose a message to a state legislator in response to a proposed policy change that would negatively impact or benefit your district. Recognize in your message the value of the policy and law in improving opportunities for specific communities.

h. Discuss with the superintendent the political “lay of the land” and how the politics of the community affect administrative functioning. Describe the political, social, cultural, and economic systems that impact the school, noting the barriers created by any of these systems. Summarize your discussion and understandings of the various systems.

i. Observe the superintendent’s interactions with the board and with statewide policy makers; develop a list of personal guidelines for building relationships with the board and others in the larger context.

6.2 Respond to the Larger Context

a) Develop a plan to engage stakeholders in advocating for adoption of improved policies and laws.

b) Apply your understanding of the larger political, social, economic, legal and cultural context to develop activities and policies that benefit the local district and stakeholders.

c) Plan for regular communications with all segments of the community concerning trends, issues, and policies.
6.3 Influence the Larger Context

a. Delineate the lines of communication with local, state, and federal authorities for the purpose of actively advocating for improved policies, laws, and regulations affecting the district. Identify districts with similar interests and work with established organizations to collaboratively impact policy decisions.

b. Create an advocacy statement or communication with the community to promote policies and programs that promote equitable opportunities and success for all, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

c. Who handles media and public relations for the district? What does that person’s job entail? How does the superintendent work with the public relations person(s)?

Activities that address more than one standard

1) Identify and discuss with a mentor superintendent the most controversial issues of the district. These are often the “sacred cows.” Develop a case study, based on a real district or a combination of districts.

2) Address a problem or issue identified by the superintendent. Analyze data, propose solutions, and present the study to the superintendent. OR propose the solution as one alternative in response to the case study developed for #1 (above).

3) Shadow and interview a practicing superintendent. Shadowing should be for at least half a day; better is a whole day or several half days. It may take more than a half-day to observe all a full range of professional practice. Write a reflective essay to summarize the shadowing experience and the interview with the superintendent.
Appendix H. Sample Superintendent Internship Log

Keep in mind that most states require a minimum number of field-based experience hours during the internship. 

Note: It will help you to get in the habit now of keeping track of your professional development and other learning experiences. You will want to keep a file with your documentation (hours, certificates of completion, attendance at conferences, book studies, professional development, etc.) because most states require ongoing professional development to maintain certification. In most states, this information is required every 3 to 5 years to renew your certification.

KEY TO STANDARDS = use your state standards or the national standards. They are typically very similar in content and expectations. Develop a key so that you can monitor your learning experiences and ensure that you receive a wide range of experiences that meet minimum expectations in each area.

NAME ________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity (Description)</th>
<th>Standards</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Hours</th>
<th>Cumu Hours</th>
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<tbody>
<tr>
<td>7/28-</td>
<td>Worked with parents during registration at central office</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
<td>14</td>
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</tr>
<tr>
<td>8/01</td>
<td>Worked with district textbook coordinator to supply campuses</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>2</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>8/04</td>
<td>Provided Training for 1st Year Teacher Academy</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7.5</td>
<td>23.5</td>
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<tr>
<td>8/08</td>
<td>Attended and Presented information on new school board policy at principals’ meeting</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>24.5</td>
<td></td>
</tr>
<tr>
<td>8/12</td>
<td>Training for online planning/curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>27.5</td>
<td></td>
</tr>
<tr>
<td>8/15</td>
<td>Attended Meet-the-Teacher Night on xx campuses (not just my own)</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>29.5</td>
<td></td>
</tr>
<tr>
<td>8/23</td>
<td>Met with superintendent mentor to discuss internship plan and interview about his/her vision for the district</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.5</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>8/30</td>
<td>Attended District Improvement Council Meeting</td>
<td>x</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>3</td>
<td>31</td>
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<tr>
<td>9/6</td>
<td>Attended School Board Meeting</td>
<td>x</td>
<td></td>
<td></td>
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<td></td>
<td>2</td>
<td>31.5</td>
<td></td>
</tr>
<tr>
<td>9/7</td>
<td>Met Assistant Superintendent for Curriculum and Instruction regarding my potential role in district staff development</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>32.5</td>
<td></td>
</tr>
<tr>
<td>9/9</td>
<td>Met with Facilities Director to review maintenance needs and plans for the district</td>
<td>x</td>
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Revised January 5, 2016
APPENDIX I. Your District Profile

The main purpose of this guide is to assist you in the development of a profile of the district where you are doing your primary internship. The objective is for you to become better acquainted with the district and its community.

You may use your state’s information management system and publicly available data/reports as references for much of this information. Your district’s improvement plan should be a helpful resource as well. Documents created for grant applications, Southern Association of Colleges and Schools (SACS) accreditation, and Blue Ribbon awards may also be useful references. Prepare a district profile with the following pages of charts, graphs, or other formats for displaying information to be understood without lengthy reading or analysis. The finished product will be a factual, user-friendly magazine highlighting the best of the district. Pictures, graphs, and tables are essential.

Section I. Characteristics of the School District

a. Enrollment & Demographics – Graph the district’s enrollment for the last 5-10 years. In a few lines of narrative, explain dips or growth in enrollments.
   1. Describe the enrollment by race, SES, gender, etc.
   2. Describe the distribution of the enrolled students by grade.
   3. Note shifts in number of any of the enrollment subgroups.
   4. Note where the enrolled students live, if relevant.
   5. Report the dropout rate and the graduation rate.
   6. Note transportation method for students attending school.

b. Achievement – Chart the achievement results in at least reading, math, and science for the past five years, more if the information is readily available. Chart other achievements if records allow. Remember that you are factually reporting the overview for the district. You must be very selective in what and how much information you report. List honors and awards that are particularly important.

c. Budget – Chart the income and expenditures of the district budget for at least the last five years. Include additional historic data if available. This information should be available for the last 5-10 years. Other budget information could be included. For example:
   1. Report the income from federal & state grants.
   2. Report the activity budget with expenditures and revenues.
   3. List all of the fundraising activities of the district for the past year(s) and the amount of revenue generated by each.

d. Human Resources – Who recruits, interviews, hires, evaluates, monitors contracts, etc.? Note the number of district employees, certified and non-certified. Provide numbers for each class of employee. What is employee attendance? What are the guidelines for substitute teachers? Who contacts them and how much are they paid? How many are needed on any given day?

e. Facilities (Buildings and Grounds) – Who handles facilities? Describe the facilities. Include the maintenance plan and safety plan. Document with pictures the best facilities and those that need urgent repairs. Consider kitchens, athletic facilities, labs, and technology. Transportation?
Section II. Leadership of the School District

Culture
1. Describe the values that underlie the operation of the district.
2. What are the mission and philosophy of the district? How were these established? How often are they revised? How are they related to the curriculum? How are the mission and philosophy communicated to the staff? Students? Parents? Community?
3. What are the artifacts that evidence the district’s culture? What are the important symbols and rituals in the district? Does the district collect organizational health data and, if so, what can you learn from it?
4. What are your feelings and impressions about the district? What are your perceptions of the qualities and characteristics of the district?

Leadership
1. Describe the leadership style of the superintendent and how it affects the operation of the district.
2. What is the education level of the superintendent? What degree(s) does he/she hold? How many years of experience (classroom and administrative) does he/she have?
3. What is the superintendent’s vision for the district? How is this communicated to the faculty and staff? How close, in the superintendent’s opinion, is the school to realizing that vision?
4. Describe the relationship between the schools and the central office. What formal connections are in place? Informal connections?
5. What is the mechanism to foster district improvement and ensure accreditation?
6. How are decisions made about district issues? Who is typically involved?

Organization
1. If there is an organizational chart, review it.

Governance and Supervision
1. Describe the governance structure in the schools. How are students, professional staff, and classified staff involved in the governance? How are the administrative duties distributed?
2. How is the superintendent evaluated? The principals?

Discipline
1. Does the school district have a formal discipline policy or any special procedures or programs to maintain discipline? If so, describe them and indicate the number of students served by these programs.
2. What procedures are in place to ensure safety of children and adults in the school?

Finance and Budgeting: Who is Chief Financial Officer?
1. Describe the development of the budget. What are the sources of revenue? For what are funds expended? What is the procedure for spending funds? What are the accounting procedures? How are accounts audited?
2. Describe the sources of funding and the level of fiscal support provided by the community in the past five years. Have there been any special initiatives (bond issues, development of non-profit foundations, scholarship endowments, etc.) that would indicate support? What are the per-pupil costs?

Curriculum and Instruction- Who is in charge of curriculum, instruction and assessment?
1. Review curricular, co-curricular and extra-curricular programs. Describe existing programs and their strengths and weaknesses. Comment on the use of technology in each of the areas.
2. How is the curriculum articulated between elementary, middle, and secondary schools? What programs or activities exist to prepare students for making the transitions between levels? What is the district’s involvement in college and career readiness?
3. Does the district follow a state-directed student promotion policy? What are the criteria used? How are classroom standards set? What are the grading policies?
4. What is the protocol for evaluation of instructional practices?
5. How is the district engaged in college and career readiness activities?

Section III. ANALYSIS OF DATA AND RECOMMENDATIONS FOR IMPROVEMENT

Analyze Data
From the data you have collected for the profile of your school, identify the strengths of the school district as well as the areas that could be targeted for improvement.

Improvement Plan
How does the improvement plan for the district address the targeted areas for improvement? How does the plan provide for the involvement of community, students, parents, faculty, and staff in its development, implementation, and evaluation?

Communicate Plan to Stakeholders
Should an opportunity occur, make a presentation of your profile findings to an appropriate group or groups as identified through consultation with your site supervisor.
The University of Texas at Arlington
Department of Educational Leadership and Policy Studies
Superintendency Internship Handbook

Superintendency Internship Report

Instructions: You will complete and submit this report after each course in the certification program. The reports will be due on the Saturday after the course is done—an assignment will be available in the internship forum in Blackboard where you will submit it.

- Complete this Internship Report as a Word document
- Save it with your last name first in the file name followed by InternRpt and the month year (mmyy). Example: Smith InternRpt 0811
- Submit [Upload] the completed Internship Report.

Student Information
Name: ___________________________ UTA ID #: ___________________________
Program Start Date (Month, Year):
Current School Information
School Name:
School District:
Address, City, State, and Zip Code:

Mentor(s) Information
1. Name(s): ______________________ Title: ______________________
   School District __________________________
   Email __________________________
   Office Phone Number __________________________

2. Name(s): ______________________ Title: ______________________
   School District __________________________
   Email __________________________
   Office Phone Number __________________________

Reporting Period:
From (Month, Year) __________________________ to (Month, Year) __________________________
Course taken during time period:
Approximate hours involved in internship activities during this report period:

Describe 2 or 3 administrative activities/events that occurred during this reporting period.
Use complete, correct sentences in paragraph form. Cite sources where appropriate and use APA format throughout.

Activity/Event 1
- Was the activity planned or unplanned?
- Was the activity cyclical (occurs at this time of year) or constant (occur regularly, e.g. daily, weekly, monthly)?
- Describe what you (a) observed, (b) participated in, or (c) were responsible for. Describe what you learned from those activities/events (knowledge/skills).
- Identify the 1-3 ISLLC/ELCC standards you were involved with during this reporting period—for this activity/event.

Revised January 5, 2016
### Activity/Event 2
- Was the activity planned or unplanned?
- Was the activity cyclical (occurs at this time of year) or constant (occur regularly, e.g. daily, weekly, monthly)?
- Describe what you (a) observed, (b) participated in, or (c) were responsible for. Describe what you learned from those activities/events (knowledge/skills).
- Identify the 1-3 ISLLC/ELCC standards you were involved with during this reporting period—for this activity/event.

### Activity/Event 3 (optional)
- Was the activity planned or unplanned?
- Was the activity cyclical (occurs at this time of year) or constant (occur regularly, e.g. daily, weekly, monthly)?
- Describe what you (a) observed, (b) participated in, or (c) were responsible for. Describe what you learned from those activities/events (knowledge/skills).
- Identify the 1-3 ISLLC/ELCC standards you were involved with during this reporting period—for this activity/event.

### Reflection
- What questions do you have during this reporting period that still need to be answered?
- What progress did you make to prepare you for your superintendent examination/to meet state requirements?
- Add any additional comments you would like to add that didn’t fit in to one of the areas above.