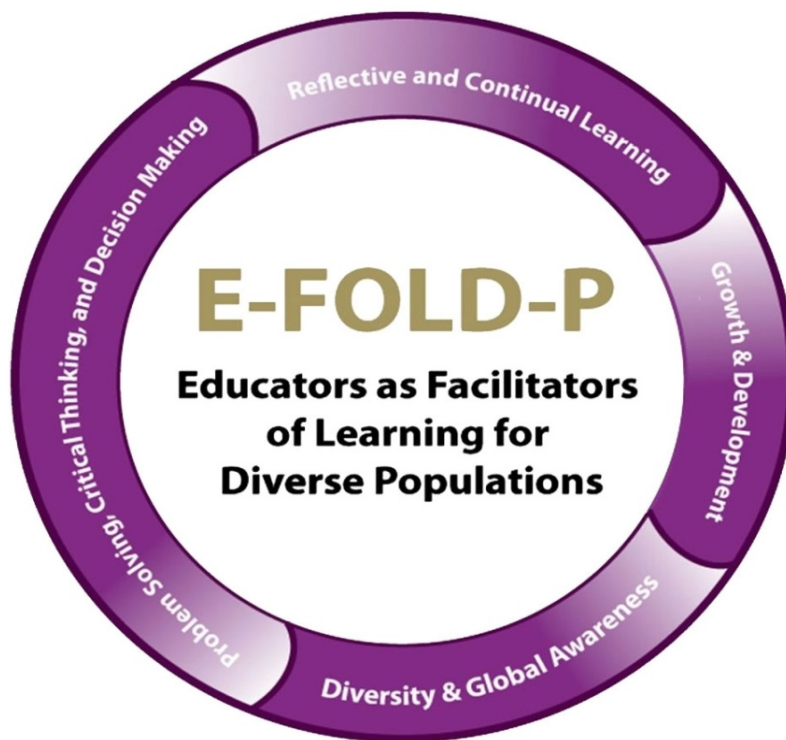# SUPERINTENDENCY HANDBOOK

Permission granted from Western Oregon University to adapt circular design of conceptual framework for Prairie View A&M University, Whitlowe R. Green College of Education.

Educational Leadership and Counseling
Whitlowe R. Green College of Education
Prairie View A&M University
P.O. Box 519; MS 2430
Prairie View, TX 77446-0519
936-261-3649 936-261-3617 (fax)

About this Edition

This handbook has been compiled in such a way that it incorporates previous materials which have been developed over the years and have proved to be useful and meaningful to interns as they sought to complete the field components of their degree or certificate requirements in school administration. This latest (2012) edition also represents significant change from the format of previous versions in several areas.

One of the areas where changes have occurred is that dealing with the administrative content areas around which interns do much of their planning, such as logging and project emphases. In recent years, various state entities, several professional organizations, and many universities have conducted studies and surveys dealing with the duties of school administrators. The American Association of School Administrators (AASA), the National Association of Secondary School Principals (NASSP), the University Council of School Administration (UCEA), and the National Policy Board for Educational Administration (NPBEA), as well as state agencies have worked with a conceptualization and framing of the tasks and responsibilities of the school administrator of the future. Lists and categories of duties and domains of responsibility, some more lengthy, others shorter usually resulted from each of these efforts. After research, study, and comparative analysis, these various responsibility categories were adapted from the AASA Standards and combined into a set of ten competencies, which become the basis for this manual.

William H. Parker, Ed.D
Arthur L. Petterway, Ph.D.
Prairie View A&M University

Table of Contents

The Internship

An Introduction

The internship in school administration has you embarking on a very exciting and challenging phase of your professional preparation which will allow you the opportunity to become prepared to serve the young people of today and tomorrow. Administrators in the school systems of the twenty-first century must be prepared to preside over change in American education which is perhaps as profound as those which were experienced a hundred years ago. Some of the characteristics that describe this change are discussed below.

In the first place, we see a movement toward greater democratization of the world of education. From the perspective of school administration, we see this as a movement from a vertical organization structure where the few and the powerful claimed to have the answers and therefore controlled the enterprise, to one which s becoming flatter, and by which we are giving validity to the notion that all professional participants in the process are much better educated generally than they were several decades ago and therefore are qualified to offer valid and meaningful input. In the professional education of teachers, we have moved in the past fifty years from a period where "emergency" certificates granted on the basis of preparation which constituted from six weeks to two years of post secondary education was common, to a time when an "'extended bachelor's degree with specialized entry/admission requirements is the norm. We likewise, are dealing with a general populace, which again, generally is much better educated and therefore in a much greater way, is aware of its rights and reasonable expectations from a system of citizen education. We have with us an industrial and commercial establishment which itself, recently, has been forced to realize that change, modernization, proficiency and efficiency are the orders of the day. In that same vein, the commercial sector now is turning to education and demanding similar introspection and adaptation to the realities of the global theater of the twenty-first century in which we all are players.

The second item that characterizes change in education as well as society in general is technology. The opportunities for communication and the widespread sharing of information seem to expand geometrically on an annual basis. Those changes in life brought on by the computers of the twentieth century are often compared with respect to impact to the invention of the printing press in the Middle Ages. As leaders in our school systems, we must be prepared to integrate and utilize this tool for learning in as full a way as imaginable. We must find the vision and provide the opportunity to allow the creative minds of our teachers and students to explore and master this medium, rather than preside over environments of lethargy, complacency and phobia, while the rest of society moves on to embrace the advantages of technology. At the same time, we must be equally vigilant to make sure that we do not create a world of the haves and the have nots with regard to access, availability, and proficiency to technology among those young minds which are being prepared for the world ahead.

The third great challenge facing us today as professional educators whether we are administrators or teachers, is to become much better at making the fruits of education available and attainable to all people. We must more generally come to realize that, in the mosaic of contemporary society there exists a multitude of aspirations, educational needs, and learning styles. Teachers must adapt their teaching styles and the presentation of content in a way that their instruction will impact a broader spectrum of the composition of their classes. Administrators must be leaders and advocates for all, fostering the assembling of learning environments which will accommodate the diversity of our population as we prepare them to take on the challenges of a tomorrow which is almost with us today.

As you prepare to take up the challenge of the internship, you must be aware of the fact that, though there will be professionals to help you chart the way, the primary challenge and responsibility for the quality of your internship experience will rest with you. You can make the experience valuable and allow yourself to grow with every activity (even the mundane ones), or you can choose to take the path of least resistance and of minimally meeting the requirements, which will leave you with a much more narrow experience base, which will ultimately come to work against you as you seek a position and begin to work in the real world of school administration. Yes, your internship experience constitutes a university "course requirement", but it is truly much different from most of your previous normal coursework. You will have one or more university professors who will monitor and preside over the total experience, but their collective exposure to you in the internship will be much less than that of the mentor in the field setting who should become your daily guide in the experience. Your internship should constitute an opportunity to become aware in a greater way of the realities of school administration by, in fact, being in place in the job setting. You will be channeling your activities for the internship in a number of ways that will allow you the opportunity to learn and also to "do" the things administrators do.

As referenced above, the mentor in the field is a very important person in the successful and satisfying completion of the intern experience. The mentor should be someone in the school system where you will be interning who actually holds a legal certificate of the type that you are seeking (mid-management or superintendent). It is your responsibility as a student to seek out an internship setting and find a mentor who is willing to be your guiding professional in the field. After you have gained this agreement and secured the signatory willingness of that individual, the university supervisor will be responsible to give a final okay (or veto) to the arrangement. In all cases, you will have one individual who is your primary supervisor, or mentor of record, in the sense that he/ she officially signs paperwork, authorizes the experience from the perspective of the school setting, and becomes the official liaison with university personnel with regard to internship matters. However, this does not prevent you from incorporating individuals involved with other levels of administrative responsibility or those in different settings from participating in your internship experience by providing other, or specialized administrative insights into your range of experiences. If you are to have more than one individual involved in such a capacity, it is a part of your responsibility to ask them if they would be willing to be

involved. Again, I reiterate the importance of the mentor as a key player, second to you, in your internship experience.

This individual will be your door opener, confidant, mentor, advisor and friend. This is someone who will have enough time in his/her own schedule to permit you to meet together on a regular, perhaps weekly basis to talk about assignments, progress, problems, and insights.

This is someone who is considered generally to be a successful and hopefully a model administrator. This is the person you will be depending on to provide you with the appropriate time, advice, and range of experiences to equip you to be a model administrator and a leader in the world of twenty-first century administration.

The subsequent sections of this handbook will provide you with specific instructions as to the manner and procedures by which you plan for and carry out the requirements for the internship. Good luck with this endeavor and I hope your career in school administration will be meaningful and rewarding.

William H. Parker, Ed.D
Arthur L. Petterway, Ph.D.
Prairie View A&M University

There are three major influences as indicated by a review of the literature that have influenced education over the last two or three decades. The first is the push for accountability in student achievement with its beginning rooted in the publication of *A Nation at Risk* in 1983, and more recently *Goals: 2000 Educate America*. Hoyle (2001 p.1) summarizes it like this "Additional challenges created by heightened public demands for improved student performance, increasing enrollment of and the challenge of truly educating students from more diverse backgrounds, teacher and principal shortages, extremist actions by special interest groups, inadequate school funding, deteriorating and crowded school facilities, excessive time demands, and more frequent character assaults have created a leadership crisis". The second influence has been a concern for equal access for all students as mandated by the Education for all Handicapped Children's Act of 1975. The final thrust is a demand for a more technological school environment with administrators as the technological leaders. "Knowledge and proficiency in technology and applications are essential to effective instructional leadership, expert decision making and competent management." (Bozenant and Spuck 1991, p.515) Together these forces have exerted special demands on school leaders and leadership training programs (Boeckman and Dickinson, 2001).

Along with the changes and demands on school leaders there has also been a requirement for changes in school leadership preparation programs (Melstein and Krueger, 1997). One of the key

elements in improving school leadership programs is a readiness and willingness to change--An understanding that things can be done differently, better, and uneasiness that the current ideologies and practices are perfected.

The change in education administration preparation programs began in the early to mid 1980's and had accelerated over the last decade propelled by the demands for accountability and rapid changes in technology. In response to the calls for reform many states are currently revising the standards and competencies for educators. This trend exceeds the boundaries of states to a national reform.

One of the most productive results derived from this call for reform has taken place in preparation of educational administration. The fact is that as a general rule, leadership preparation for positions like principals and superintendents have lagged behind other initiatives in the educational arena. Beckmann and Dickinson describe it as "Traditional leadership paradigms have failed to keep pace with the demands of society, business, or the educational community. Superintendents have been focusing their priorities on dropout enrollment, test scores and other issues fitting the traditional bureaucratic styles while neglecting more substantive issues related to educational quality."

Additionally, our society had become increasingly dependent on new technologies. The educational leader who had long been called upon to be the instructional, personnel, and business leader now has the additional role of the technology leader.

The leadership of almost all schools, at all levels, requires some level of computer-based competencies for management applications. The once highly dedicated computer specialist, who managed data processing at the central office as well as applications like course access and teacher management tools, and Internet communications, now become the oversight of the school administrator. According to some, (Bozeman and Spuck, 1991), technology and computer literacy of future school administrators has been a neglected dimension of university preparation programs.

The solution that dominates much of the literature in preparation of educational administrators rests in the notion of mentoring. This notion is deeply rooted and can even be traced to Homer's "Odyssey" where mentoring was provided by Odysseus to Telennachus. More recently numerous articles have been and are being published in current education journals. There are even some journals devoted entirely to mentoring like, *Mentoring Link* and *Mentoring International.*

Many have attempted to define the term "mentor". Some have suggested (Darish and Playko, 1990) mentoring as the establishment of communications and relationships for the purpose of professional instruction and guidance. Mentoring includes activities like site supervision, modeling, empathic interaction, and activities of demonstrated administrative practices.

Perhaps the most important question asked is how effective is mentoring in preparing students for the role of leadership in the educational environment. Mentoring is not only effective, but also a key component of an educational leadership-training program if appropriate placement of interns is accomplished with practitioners who have a successful track record as an effective school administrator (Melsteen and Krueger, 1997). Additionally, others (Mullen & Cairns, 2001) feel mentoring is not only effective, but also the center and key to a successful administrative leadership training program. Mentoring programs also are described as an effective strategy to help women and minority administrator-groups are successful in moving into leadership roles more smoothly. (Darish and Playko, 1990)

Some of the essential components that seem to be universal in mentoring programs are the selection of flexible, empathic role models in the field who can devote adequate time to listen to interns questions and concerns with a caring attitude toward the intern's professional growth.

The next essential component of this program should include mentors who work with individuals in an ongoing process of personal and professional development of careers and professions.

Daresh & Playko 1990 suggest the following list of characteristics for an effective mentor to possess:
1. Good at what they do within the organization.
2. Supported by the organization
3. Respected by the organization
4. Good teachers
5. Good motivators
6. Sensitive to the individual needs and stated goals of protégés
7. Powerful
8. Secure in their position in the organization

The use of cohorts, or a group of students, who start and finish a prescribed selection

of courses is also reported in the literature as a highly successful tool in the development of school leaders. Among the benefits reported are increased completion of work, a higher level of academic performance, collegiality, and an increased exposure to a variety of perceptions and concepts and a higher degree of retention. Others (Jenkins, Pateman, & Black, 2002) view the use of cohorts as a way to foster collaborative learning and sharing of experiences that helps students in leadership training programs achieve.

University school leadership preparation programs must be open to change and be ready to accept new challenges. In collaboration with school districts must continually redefine competencies and trends in education. With a focus on demands for accountability and need for technological information Educational Leadership preparation programs should continue to utilize creative ideas like mentoring and cohort programs to further develop skills needed by the educational leaders of tomorrow.

Bibliography

Avila, L., Van Tassel, F., Tipps, S., Dixon, M. (1995). Texas Adopts New Standards for Educator Preparation. Educational Leadership, Volume, 68-71.

Boeckmann, M.E., Dickinson, G.B. (2001). Leadership: Values and Performance. Education, 121{3), 494- 497.

Bozeman, W.C., Spuck, D.W. (2003). Technological competence: Training educational leaders. Journal of Research on Computing in Education, Summer 91 {23). 514, 16p.

Buchan, W.J. (2001). A Design for Introducing Educational Change. Education, 298- 300.

Bush, T., Jackson, D. (2002). Preparation for school Leadership: International Perspectives. Educational Management and Administration, 30{4), 417-430.

Cline, Z., Necochea, J. (2000). Commentary Socialization Paradox: A Challenge for Educational Leaders. International Journal of Leadership and Education. 3,{2), 151-158.

Cohen, D. (2002). Basic Principles. Teacher Magazine, 13{5), 10-14.

Daresh, J., Playko, M. (1990). Mentoring for Effective School Administration. Urban Education, 25{1), 43-55.

Gillies, W. (2001). American International Schools: Poised for the Twenty-First Century. Education, 122{2), 395 – 402.

Goral, T. (2001). Getting Ready. Curriculum Administrator, 36 {11), 66- 69.

Hoyle, J.R.(2001). Superintendents For Texas School Districts: Solving The Crisis In Executive Leadership. Presented

by the Texas Future Superintendent Advisory Team.

Hull, B. (2000). The Question is not if but when. AS&U. 69-69.

Jackson, B., Kelley, C. (2002). Exceptional Innovative Programs in Educational Leadership. Educational Administration Quarterly, 38{2), 192-213.

Jenkins, A., Pateman, B., Black, R. (2002). Partnership for Dual Preparation in Elementary, Secondary, and Special Education Programs. Remedial and Special Education, 23{6), 359-371.

McCay, E. (2001). The Learning Needs of Principals. Educational Leadership, 75-77.

Milstein, M., Krueger, J. (1997). Improving Educational Administration Preparation Programs: What We Have Learned Over the Past Decade. Peabody Journal of Education, 72(2), 100-116.

Mullen, C., Cairns, S. (2001). The Principal's Apprentice: Mentoring Aspiring School Administrators Through Relevant Preparation. Mentoring and Tutoring, 9{2), 125-150.

Norton, S. (2000). Collaboration Accountability in Preparation of School Leaders. Contemporary Education, 72(2), 21-24.

Olson, L. (2002). Survey Shows State Testing Alters Instructional Practice. Education Week, 21(32), 14-16.

Petrie, G., Lindauer, P., Touniasakis, M. (2001). Self Analysis: A Tool to Enhance Leader Effectiveness. Education, 121(2), 335 – 364.

Pierce,B. (1997). Visionary Leadership – Translating Abstract Purpose into Concrete Objectives. The Journal of Physical Education, Recreation and Dance, 68(4), 34 – 36.

Richardson, J. (1994). N.C. to Close Five Administrator – Training Programs. Education Week, 14(3), 3-4.

Stine, D., Lopez, J. (1997). A New Era in Administrative Training. Thrust for Educational Leadership, 26(4), 39 – 43.

Thomas, G. (2000). Preparing for the Big Waves. Leadership, 30(2), 28 – 31.

Thoms, H., House, J. (1990). A Graduate Degree for Administrators? Independent School, 49(3), 47 – 54.

Watson, P., (et.al.) (2002). Stories from the Shadows: High Stakes Testing in Teacher Preparation. Language Arts, 79(3), 216- 226.

Weiner, L. (et.al.), (2003). Illuminating the impact of state educational policy promoting school reform on curriculum and instruction in programs of urban teacher preparation. Educational Policy, 15(5), 644 – 674.

Young, M., Peterson, G., Short, P., (2002). The complexity of substantive reform: a call for interdependence among key stakeholders. Educational Administration Quarterly, 38(2), 137 – 176.

The literature is filled with discussions of leadership competencies and standards. In the Winter 2001 AASA Professor Volume 24, No.2, Joseph Murphy describes the standards for leadership as defined by the Interstate School Leaders Licensure Consortium (ISLLC):

➢ A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

➢ A schoo1 administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

➢ A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

➢ A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

➢ A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Cynthia Geer in her article "Preparing Technology Leaders: A Course Design for Teaching Technology to School Administrators" Spring 2001 Volume 24, No. 3 describes eight competencies needed with regard to technology knowledge and issues that are necessary . They are:

❖ **Instructional Leadership and Technology – Educational –** An emphasis will be placed on the administrator as instructional and technology leader. An understanding and rationale for using technology as learning and teaching tool is essential. Technology planning and grant writing will be pivotal and these components will be needed by the successful. State and national guidelines should be considered also.

❖ **School Finance – Management** – Managing funds will be a critical task of school administrators. The focus of competencies will be on learning how to use spreadsheet programs and accounting packages. Agencies, reallocation of funds, budgets, and support services for funding technology understood.

❖ **Teachers and Technology – Educational –** Staff development models for technology such as mentoring/coaching, consultants, and train-the-trainer models will be required. Other suggested areas to address are teaching strategies for integrating technology, and supervising, coaching, and evaluating teachers relative to technology.

- ❖ **Managing Information - Management –** Administrators will need practice and comprehension in the use of databases available to assist schools in their work. Finding, organizing, and managing student, teacher, and school information will be a useful and time saving tool.
- ❖ **Technology Resources and Tools - Educational & Management** – The use of distance learning options and internet resources such as professional organization websites, professional journals, discussion groups, and listservs is becoming increasingly important. They will need experience with tools such as digital cameras, scanners, and personal digital assistants.
- ❖ **Communicating with Technology - Management** – Using technology to communicate with the school community, teachers, students, school boards, and other administrators is an effective means for keeping everyone informed and is quickly becoming the standard. Using various technologies for communication such as multimedia and Webpage development software will useful to the successful administrator.
- ❖ **Computer Facilities - Management** – Basic knowledge of computer hardware, networking infrastructure and technical support is necessary for a school administrator to make good decisions about technology. Also it will be helpful to be knowledgeable about security issues related to technology.
- ❖ **Technology Ethical and Legal Issues – Management** - Many ethical and legal issues arise when technology is integrated into schools. The topics to be mastered that will be called upon are: acceptable use policies, evaluation, liability, safety and security issues, equity and technology issues, and other current issues.

Finally, the competencies needed are defined by the three domains as identified by the Texas Education Association in the **Framework for Superintendent**:

DOMAIN I - LEADERSHIP OF THE EDUCATIONAL COMMUNITY

The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.

Competency 1
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 2

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.

- ♦ 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 3

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.

- ♦ 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 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 4

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.

- 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 5

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.

- 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 6

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.

- 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.
- 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 7

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.

- 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 8

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.

- 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 9

The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe learning environment.

♦ 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 10

The superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

♦ Implement appropriate management techniques and group process skills to define role, 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.

Intern Checklist

As you begin your superintendency internship with Prairie View A&M University's Department of Educational Leadership & Counseling, use this Intern Checklist as a means of making sure you have turned in all of the necessary components and requirements for successful completion of your internship experience.

1. Internship Application (Page 20)
2. The Individual Internship Plan (Page 21)
  Components:
    a. Personal and Professional Goals
    b. Pre-assessment of Competency and Interest
    c. Project Record Sheet
    d. The Internship Plan

3. Demographic Study

4. Site Visit by a University Supervisor

 Site visits are arranged after all of the above requirements 1,2, and 3 have been turned in and at the convenience and coordination of the University Supervisor, the administrative mentor, and the intern.)

5. Weekly Logs

6. Monthly Reports

7. Final Evaluations by Mentor (Performance & Administrative)

8. Final Evaluations by Intern (Performance & Administrative)

9. Presentation of Final Notebook

 Make sure that you keep copies of everything you turn in to the University Supervisor or graduate assistant. These components will make up your final notebook presentation. Submit them for review by the University Supervisor.

10. Final Evaluation by University Supervisor

Prairie View A&M University
Department of Educational Leadership & Counseling
Arthur L. Petterway, Ph.D., P. O. BOX 4349 DELCO SUITE 203
Prairie View, TX 78343

<u>Internship Application</u>

Please complete * and return to the ELC office by 12th class day of the semester, at the above address, attention to: Arthur L. Petterway, Ph.D.

* Student request for approval and admission to Educational Administration Internship for:

	Semesters:

_____Mid-Management-School Principal)
         (Fall or Spring Semesters).   Fall   _____
_____ School Superintendency   Spring   _____
                                           Summer _____

*I have completed, or am presently enrolled in, all courses required for certification as .a Middle Administrator/Superintendent except the following:

_____

_____

_____* has agreed to Mentor my administrative internship experience, providing me with experiences that will guide me in meeting my course requirements.
*Mentor's Name: _____ *Work Phone: _____
*Title: _____
*Address:_____*Zip: _____
*Location of Internship: _____
*Student's Name: _____
*Address: _____*Zip: _____
*Home Phone:(   ) _____ *School Phone:(   ) _____

* Agreement and Approval:

As an administrative mentor, I accept the responsibility for my intern by providing meaningful experiences that will not only meet the course requirements but aid in the professional growth of this aspiring principal/superintendent.

*Signatures:

Administrative Mentor: _____

Chair, Student's Certification or Degree Program: _____

University Supervisor: _____ Date: _____

The Individual Internship Plan

2. The Individual Internship Plan

An Individual Internship Plan (IIP) needs to be established at the very beginning of your internship experience. Use the **Pre-assessment of Competency and Career Aspiration (Page 22)** assessment tool to help you assess your present competency and future interest areas. The IIP is a narrative regarding the kinds of experiences you expect to gain during your internship experience, making sure not to leave gaps in practical administrative preparation, but also providing opportunities to exercise potential in areas of strong interest. You will revisit this Internship Plan at the completion of your internship and will have the opportunity to reflect upon gained experiences. The IIP must include the following components:

A. Personal and Professional Goals

Use the following questions to guide you in defining your personal and professional goals. The answers to these questions should be well thought out and written in a detailed evaluation. **This is due to the University Supervisor prior to the first internship seminar meeting.**

1. What is your present position? What do you perceive to be the next step in your career? What position do you expect to hold five years from now? What position do you expect to hold in 15 years?

2. What do you expect will be your leading characteristics as an educational administrator?

3. In what way(s) do you expect the internship will help you in achieving your goal(s)?

4. How will you evaluate whether or not the internship is achieving your goal? What kind of data will you collect in this regard? How will you collect it and from whom?

B. Pre-Assessment of Competency and Career Aspiration

Refer to the **Pre-assessment of Competency and Career Aspiration** assessment tool. **(Page 22)** Complete both columns as you rank each of the 9 competency areas provided for present competency and career aspiration.

Prairie View A&M University
Superintendency Internship

<u>Pre-assessment of Competency and Career Aspiration</u>

1. On a separate sheet of paper, and using the competency areas listed below as a guide, describe the activities that you may have previously performed in each of the competencies. If you have no experiences in an area then indicate that with "None."

2. Two columns exist to the right of the proficiency areas: Present Competence and Career Aspirations.

> A. Under column #1 below, **Present Competence**, please RANK ORDER the areas according to how competent you feel. You will use the numbers 1-9, with 1 indicating the most experience and 9 indicating the least experience in the 9 areas provided. Be sure to use all numbers between 1 and 9 and not to repeat numbers.

> B. Under column #2 below, Career Aspirations, please RANK ORDER the areas according to your present interests and career aspirations. Use the numbers 1- 9, with 1 indicating an area you have the greatest interest in gaining experience in; and 9 indicating an area you have the least interest in gaining experience in at this time in your career. Be sure to use all numbers between 1 and 9 and not to repeat numbers.

Competency/Experience Areas:	Column #1 Present Competence	Column #2 Future Aspirations
1. Leadership & District Culture		
2. Policy & Governance		
3. Communications & Community Relations		
4. Organizational Management		
5. Curriculum Planning & Development		
6. Instructional Management		
7. Values & Ethics of Leadership		
8. Fiscal Resource Management		
9. Action Research		

C. Project Record Sheet (Page 24)

The Internship Project Record Sheet should be completed following a conference with your administrative mentor and with approval of the University Supervisor and turned in as a component of the Individual Internship Plan. Be sure to include the dates the projects will be conducted, the competency area(s) your projects address and a description of your project's activity.

Two mini-projects and one Field Service project are requirements of the administrative internship. Your projects should serve the ongoing school operation, as well as, serve as an integrating experience. The intern is responsible for overseeing the project from beginning to end and should be able to plan, execute, and evaluate the project. Projects can be chosen from any of the 9 Superintendency Competency areas.

Mini-projects should have the same essential characteristics as a Field Service project, however will be less comprehensive in scope. Refer to the detailed listing elaborating on each of the 9 competency areas, pages 13-18, for guidance and definition and for potential ideas for projects.

D. The Internship Plan

The Individual Internship Plan is a contract for the internship and serves as a guide for conduct of the internship. The intern and the administrative mentor sign the plan prior to submission to the university supervisor for final approval.

Review your responses to parts A, B, and C. Using this information, write your internship plan keeping the following questions in mind.

1. What 4 areas will I give primary attention to?
2. What 4 areas will I give secondary attention to?
3. What areas, if any, will I give little or no attention to? How will I justify this response?
4. Describe how you will be able to make time available for your internship.
5. What limitations do you perceive to completing any of the competency experiences?
6. How will your projects support your internship plan?
7. How will you assess your administrative skills during your internship? How will they be developed? How will your show evidence of these skills?

Refer to the Confidential Evaluation of Administrative Skills on page 32-33 for a complete list of these administrative skills and their definitions.

Internship Project Record Sheet

After conferencing with your administrative mentor, please record the necessary information regarding your projects in the space provided below.

Intern:

Mentor:

Field Service Project:

Dates to be Conducted: _____ **Competency Area:** _____
Description of Activity:

_____

_____

_____

Mini Project #1:

_____

Dates to be Conducted: _____ **Competency Area:** _____
Description of Activity:

_____

_____

_____

Mini Project #2:
Dates to be Conducted: _____ **Competency Area:** _____
Description of Activity:

_____

_____

_____

3. Demographic Study

The demographic study is an important tool in understanding the development of your school, community and curriculum. In order for a school district to grow and meet the needs of its citizens, administrators must be able to predict future needs and meet them. One tool to accomplish this task is the use of applied demographics. With this tool, administrators are able to look at the changing variables over time and start planning to create new programs or buildings to meet those needs.

The demographic study provides the intern with a district-wide perspective for their internship experience. It will also provide the university supervisor with an understanding of the intern's situation and will enable both parties to conduct a significant dialogue about the internship. The demographic study is a necessary component of the intern file before the site visitation can be conducted.

Consider the following when compiling the demographics for your school district:
- Population-What is the present size of the community?
- Population change-Is your community growing? What is the mortality rate? The fertility rate? Is there migration to the community?
- Population distribution-Is there a need to plan for more schools?
- Age -What populations will need services now and in the future?
- Gender-Will there is a need for more girls' sports?
- Ethnicity- Are more ESL class needed?
- Marital status- Are more students coming from one parent homes?
- Household and family types?
- Educational status of community?
- Employment rate?
- Income status-Could they support a bond issue?
- Socioeconomic status -What is average for the community?
- Racial, ethnic and socio-economic dimensions
- Physical plant
- Immediate surrounding environment
- Professional staff (background and tenure)
- How do students typically get to school?
- Organizational structure
- Instructional structure
- Any other elements

4. Site Visitation by the University Supervisor

There will be several opportunities for the intern and the university supervisor to communicate. These opportunities will be built into the internship experience with the scheduling of seminar and cluster meetings and a visit by the university supervisor to the site of the intern's administrative internship. Additional opportunities for communication are always available. A three-way conference involving the intern, administrative mentor and university supervisor will

be arranged, at which time the interns Individual Internship Plan will be discussed and any program needs clarified.

5. Weekly Logs (Page 28 – see attachment)

The intern will be responsible for keeping a weekly log of daily activities relating to their administrative internship. This log will document the amount of time and the specific competency area(s) in which they have gained experience each week. Weekly logs are not formal reports, (need not be typed) but serve as an organizational device to aid the intern in keeping track of daily activities. Although other formats may be used, a form has been provided, **page 28**, for the purpose of weekly record keeping which you are free to duplicate and use as needed. The weekly logs are to be turned in monthly, with the monthly report, and additionally will become part of the final notebook. Please make copies of everything!

6. Monthly Reports (Page 29)

The monthly report is a summary of the administrative experiences gained by the intern that month. In this report, the intern's experiences are related to the 9 competency areas and are reported under these as headings. If you were unable to gain experience in a particular competency area, then indicate as such with the phrase, "No experience gained in this area this month." By summarizing each month the totality of experiential involvement, interns are able to assess their individual progress toward required administrative internship outcomes. The monthly report should be typed and turned in to the university supervisor. This also becomes a part of the final notebook. **Page 29** represents a template of a Monthly Report with all of the necessary headings displayed.

WEEKLY LOG (SEE ATTACHED)

Week Beginning:_____ Ending:_____

Date:	Time:	Competency #1-9	Description of Activities

SEE ATTACHED WEEKLY LOG!

Total Time Logged: Competency Areas Identified:_____
Hour(s)_____

This worksheet may be duplicated as needed.

Monthly Report

Intern:_____ Month of _____

Competency/Experience Areas: Provide narrative explanations of experiences gained from each of the following areas. If you have not gained any particular experience area this month, indicate so with "No experience gained in this area this month."

1. Leadership & District Culture

2. Policy & Governance

3. Communications & Community Relations

4. Organizational Management

5. Curriculum Planning & Development

6. Instructional Management

7. Values & Ethics of Leadership

8. Fiscal Resource Management

9. Action Research

7. Final Evaluations by Mentor (Performance & Administrative)

Upon completion of the internship, the administrative mentor will be requested to evaluate the quality and breadth of the intern's experience. This evaluation will include an assessment of the potential of the intern's probable success as a future administrator. Two evaluation tools will be provided the mentor for this evaluation. One will be performance-based, addressing the 9 competency areas; the other will assess administrative skills.

Performance Based: There are 9 suggested competency areas of experiences in which the intern will have participated. Each of these areas is supposed to be evaluated by the cooperating administrator in terms of competence on a scale from O to 5, with O equating no competence in the area, and 5 representing maximum competence. Judgment of competence is based upon performance.

Administrative Skills: In a similar manner the cooperating administrator and the intern will evaluate the intern's performance along each of the 12 behavior dimensions identified by the NASSP Assessment Center.

8. Final Evaluations by Intern (Performance & Administrative)

Also provided are duplicates of these evaluation tools so that the intern may assess themselves on a continuous basis throughout their internship experience. Upon completion of the internship, please complete these evaluation tools and include them in the final internship notebook along with your written final evaluation report of the internship experience.

Prairie View A&M University
Department of Educational Leadership & Counseling
Arthur L. Petterway, Ph.D., P. O. BOX 4349 DELCO SUITE 203
Prairie View, TX 78343

<u>Confidential Report</u>: Superintendency Internship

To be filled out by the Administrative Mentor.

The Mentor should send completed report to the university supervisor upon completion of the internship.

Intern:_____ Place of Internship:_____
Beginning Date:_____ Ending Date:_____

This internship experience requires a ***minimum of 160 clock hours*** of meaningful activities (not observation) by the intern under the supervision of a successful superintendent, assistant superintendent or other central office administrator. Some interns will complete this experience in a semester. This can be accomplished if release time is allowed; otherwise up to twelve months may be necessary to complete the 9 required competencies.

As the intern's mentor, please evaluate the extent to which the following competencies have been worthwhile by circling one of the numbers. 0= none; 5= excellent experience. Please see detailed description of the 9 competency areas provided in the handbook provided to you at the beginning of this internship.

Performance Based

1. Leadership & District Culture	**0 1 2 3 4 5**
2. Policy & Governance	**0 1 2 3 4 5**
3. Communications & Community Relations	**0 1 2 3 4 5**
4. Organizational Management	**0 1 2 3 4 5**
5. Curriculum Planning & Development	**0 1 2 3 4 5**
6. Instructional Management	**0 1 2 3 4 5**
7. Values & Ethics of Leadership	**0 1 2 3 4 5**
8. Fiscal Resource Management	**0 1 2 3 4 5**
9. Action Research	**0 1 2 3 4 5**

On a 5 point scale (5 being best) I consider this intern's likelihood of success as a Superintendent to be: 0___1___2___3___4___5__

Administrative Mentor:_____ Date: _____
Title:_____ School System_____

Department of Educational Leadership & Counseling
Arthur L. Petterway, Ph.D., P. O. BOX 4349 DELCO SUITE 203
Prairie View, IX 78343

Confidential Report: Superintendency Internship of _____

<div align="right">(Intern)</div>

To be filled out by the Administrative Intern.

Please evaluate the degree of proficiency you feel you have gained in the following dimensions by circling one of the numbers: 0= none; 5= outstanding ability. In the space at the right, or on the back, briefly cite the circumstances which lead you to any ranking lower than 2 or 3.

Administrative Skills:

1. Problem Analysis: Ability to seek out relevant   0 1 2 3 4 5
data and analyze complex information to determine
the important elements of a problem situation.

2. Judgment: Ability to reach logical conclusions   0 1 2 3 4 5
and make high quality decisions based on available
information; skill in identifying educational needs
and setting priorities; ability to critically
evaluate written communications.

3. Organizational Ability: Ability to plan, schedule   0 1 2 3 4 5
control the work of others, skill in using resources
in an optimal fashion; ability to deal with a volume
of paperwork and heavy demands on one's time.

4. Decisiveness: Ability to recognize when a decision   0 1 2 3 4 5
is required (disregarding the quality of the decision)
and to act quickly.

5. Leadership: Ability to get others involved   0 1 2 3 4 5
in solving problems; ability to recognize when a
group requires direction; to effectively interact
with a group; to guide them to accomplish a task.

6. Sensitivity: Ability to perceive the needs,   0 1 2 3 4 5
concerns, and personal problems of others; skill
in resolving conflicts; tact in dealing with
persons from different backgrounds; ability to
deal effectively with people concerning
emotional issues; knowing what information to

communicate and to whom.

7. Stress Tolerance: Ability to perform under
pressure and during opposition; ability to
think on one's feet.   0 1 2 3 4 5

8. Oral Communication: Ability to make a clear
oral presentation of facts and ideas.   0 1 2 3 4 5

9. Written Communication: Ability to express
ideas clearly in writing; to write appropriately
for different audiences- students, teachers,
parents, et. al.   0 1 2 3 4 5

10. Range of Interests: Competence to discuss a
variety of subjects- educational, political,
current events, economic, etc.; desire to actively
participate in events.   0 1 2 3 4 5

11. Personal Motivation: Need to achieve in all
activities attempted; evidence that work is
important in personal satisfaction; ability to
be self-policing.   0 1 2 3 4 5

12. Educational Values: Possession of a well-
reasoned educational philosophy; receptiveness
to new ideas and changes.   0 1 2 3 4 5

Name of Administrative Mentor:_____ Date:_____

Mentor's Title:_____ School System:_____

Prairie View A&M University
Department of Educational Leadership & Counseling
Arthur L. Petterway, Ph.D., P. O. BOX 4349 DELCO SUITE 203
Prairie View, TX 77446

Confidential Report: Superintendency Internship

To be filled out by the Administrative Intern.

The Intern should include completed report in final notebook to the university supervisor upon completion of the internship.

Intern:_____   Place of Internship:_____
Beginning Date:_____   Ending Date:_____

This internship experience requires a minimum of **160 clock hours** of meaningful activities (not observation) under the supervision of a successful practicing school principal or other administrator. Some interns will complete this experience in a semester. This can be accomplished if release time is allowed; otherwise up to twelve months may be necessary to complete the required competencies.

As an administrative intern, please evaluate the extent to which you feel the following competencies have been worthwhile by circling one of the numbers. 0= none; 5= excellent experience. Please refer to detailed description of the 9 competency areas provided in the handbook.

Performance Based

1. Leadership & District Culture	0 1 2 3 4 5
2. Policy & Governance	0 1 2 3 4 5
3. Communications & Community Relations	0 1 2 3 4 5
4. Organizational Management	0 1 2 3 4 5
5. Curriculum Planning & Development	0 1 2 3 4 5
6. Instructional Management	0 1 2 3 4 5
7. Values & Ethics of Leadership	0 1 2 3 4 5
8. Fiscal Resource Management	0 1 2 3 4 5
9. Action Research	0 1 2 3 4 5

On a 5 point scale (5 being best) the likelihood my internship has prepared me for success as a Superintendent to be: 0___ 1___ 2___ 3___ 4___ 5___

Administrative Mentor's Name:_____ Date:_____

Mentor's Title:_____ School System:_____

Department of Educational Leadership & Counseling
Arthur L. Petterway, Ph.D., P. O. BOX 4349 DELCO SUITE 203
Prairie View, TX 78343

Confidential Report: Superintendency Internship of _____
                                                        (intern)

To be filled out by the Administrative Intern.

Please evaluate the degree of proficiency you feel you have gained in the following
dimensions by circling one of the numbers: 0= none; 5= outstanding ability. In the space at
the right, or on the back, briefly cite the circumstances which lead you to any ranking
lower than 2 or 3.

Administrative Skills:

1. Problem Analysis: Ability to seek out relevant   0 1 2 3 4 5
data and analyze complex information to determine
the important elements of a problem situation.

2. Judgment: Ability to reach logical conclusions   0 1 2 3 4 5
and make high quality decisions based on available
information; skill in identifying educational needs
and setting priorities; ability to critically
evaluate written communications.

3. Organizational Ability: Ability to plan, schedule   0 1 2 3 4 5
control the work of others, skill in using resources
in an optimal fashion; ability to deal with a volume
of paperwork and heavy demands on one's time.

4. Decisiveness: Ability to recognize when a decision   0 1 2 3 4 5
is required (disregarding the quality of the decision)
and to act quickly.

5. Leadership: Ability to get others involved   0 1 2 3 4 5
in solving problems; ability to recognize when a
group requires direction; to effectively interact
with a group; to guide them to accomplish a task.

6. Sensitivity: Ability to perceive the needs,   0 1 2 3 4 5
concerns, and personal problems of others; skill
in resolving conflicts; tact in dealing with
persons from different backgrounds; ability to
deal effectively with people concerning

emotional issues; knowing what information to communicate and to whom.

7. Stress Tolerance: Ability to perform under pressure and during opposition; ability to think on one's feet.   0 1 2 3 4 5

8. Oral Communication: Ability to make a clear oral presentation of facts and ideas.   0 1 2 3 4 5

9. Written Communication: Ability to express ideas clearly in writing; to write appropriately for different audiences- students, teachers, parents, et. al.   0 1 2 3 4 5

10. Range of Interests: Competence to discuss a variety of subjects- educational, political, current events, economic, etc.; desire to actively participate in events.   0 1 2 3 4 5

11. Personal Motivation: Need to achieve in all activities attempted; evidence that work is important in personal satisfaction; ability to be self-policing.   0 1 2 3 4 5

12. Educational Values: Possession of a well-reasoned educational philosophy; receptiveness to new ideas and changes.   0 1 2 3 4 5

Name of Administrative Mentor:_____ Date:_____

Mentor's Title:_____ School System:_____

9. Presentation of the Final Notebook

At the conclusion of the internship, a final notebook is required containing all the elements of the intern's experience. A large loose-leaf binder with oversize divider sections or index tabs should be utilized to facilitate notebook organization and usefulness.

The intern notebooks are due at the final cluster meeting held in April. You will be notified of an exact date, time, and location. The notebook should contain all of the elements of the intern's experience.

Table of Contents for the Internship Notebook

1. Cover page
2. Internship Application
3. Individual Internship Plan
Personal and Professional goals
Pre-assessment of Competency and Career Aspiration
Project Record Sheet
The Internship Plan
4. Field Service Project (Include copy of Project Record Sheet)
5. Mini-project #1 (Include copy of Project Record Sheet)
6. Mini-project #2 (Include copy of Project Record Sheet)
7. Demographic Study
8. Weekly Logs
9. Monthly Reports
10. Final Evaluation of Internship - A narrative report by the intern including entire scope of the experience; an analysis of the extent to which the requirements of the individual internship plan have been met; projected future learning and experiences for the intern; evaluation of the effectiveness of the internship; and any recommendations for improvement in the administration of the internship.

10. Evaluation by University Supervisor

Upon successful completion of the internship and evaluation of the final notebook, the university supervisor will evaluate the intern for success.

Notebooks should be picked up at the Department of Educational Leadership & Counseling no sooner than the end of the semester after completion of the internship. All notebooks not picked up in a reasonable amount of time will be destroyed.

<u>Internship Notebook Evaluation</u>

Name_____ Internship_____

Components:

_____Cover page
_____Internship Application
_____Internship Plan
_____Personal and Professional Goals
_____Field Service Project (with copy of Intern Project Record
 Sheet)
_____Mini Project #1 (with copy of Intern Project
 Record Sheet)
_____Mini Project #2 (with copy of Intern Project
 Record Sheet)
_____Demographic Study
_____Weekly Logs
_____Monthly Reports
_____Final Evaluation of Internship a narrative report by the intern:
        a) Cover the entire scope of the internship;
        b) Analyze the extent to which the requirements of
        the individual internship plan have been met;
        c) Project future learning and experiences for the
        intern;
        d) Evaluate the effectiveness of the internship;
        e) Make recommendations for improvement in the administration of the
        internship.

Comments: