

HANDBOOK
FOR THE
**SUPERINTENDENT'S CERTIFICATION
PROGRAM**

**Department of Educational Leadership
Texas A&M University-Commerce**

Effective 2005

Note: This handbook is subject to change! Updates will be available at the Educational Administration Department. This is not a catalog and does not have catalog privileges.

Updated: 09/2006

Superintendent's Certification Program Admission Process

The process for admission to the superintendency certification program at Texas A&M University-Commerce should occur no later than 15 July for the cohort beginning in August of that year. The program begins in August with the first seminar for block of two year-long superintendency adaptive core courses (EDAD 628 and EDAD 611), and two technical core courses in the Fall followed by two more courses in the Spring semester. Students must be admitted into the certification program in order to be permitted to take the superintendency adaptive core block courses (EDAD 628 and EDAD 611). Students admitted after the fall semester may take technical core courses beginning in the spring, but must complete the superintendency block and the sequence of the other courses the following academic year. Students with midmanagement/standard principal certification admitted into the doctoral program may take any of the four technical core certification program courses in the program, except for the adaptive core superintendency block courses, without admission into the superintendent's program. See the graduate catalogue for further information.

Application Packet

The application packet must be completed and submitted by July 15. The following items are to be included in the packet.

- Application form
- Professional resume of leadership experience with a brief portfolio of scholarship or work products related to leadership experience.
- At least three (3) professional reference letters of recommendation including one from a current superintendent who will serve as the sponsor of the internship
- A completed internship proposal including the signature form of the sponsoring superintendent
- Transcript(s) of all graduate course work
- Evidence of mid-management/standard principal certification
- GRE scores for verbal and quantitative, or verbal and analytical

- Fee for filing the certification plan (\$50.00, check or money order payable to Texas A&M University-Commerce.) This fee will be refunded if the applicant is not accepted into the program.

Screening

The initial screening of applicants will be completed utilizing the material submitted with the application packet to determine whether or not the applicant meets the department's eligibility criteria for admission to the Superintendent Certification Program. Those selected from initial screening may be invited to interview with the Superintendent Certification Committee before acceptance.

Notification of Acceptance

- Applicants will be notified of acceptance into the program in a timely manner. Those not accepted may appeal the decision to the Superintendent Certification Committee.
- Any student who plans to enroll should contact the Superintendent Certification Program Coordinator at 903/886-5520 to be permitted to register for superintendent program classes.

Program requirements

The superintendent certification program consists of 18 semester hours of credit including the superintendency block. The superintendency block is a yearlong experience including an internship taken simultaneously with the course entitled "Superintendency." These courses meet in a monthly seminar from August until May.

The entire program includes:

EDAD 628 School District CEO Leadership: The Superintendent, and
EDAD 611 School District CEO Leadership: The Internship adaptive core
block courses; plus four technical core courses:

EDAD 641 School District Instructional Leadership: Curriculum
EDAD 620 School District Instructional Leadership: Human Resources
EDAD 627 School District Organizational Leadership: Finance
EDAD 651 School District Organizational Leadership: Facilities

It is possible to complete the entire 18 hours in one year. Two of the four courses in addition to the superintendency block are offered each semester during the Fall and Spring semesters.

Superintendency Certification Program Credit for Experience

Candidates seeking certification for the superintendency may apply for credit based on experience in lieu of required coursework. A portfolio that shows evidence of depth and breadth of experience in the relevant professional knowledge must accompany applications. The portfolio will provide authentic documentation of the complex work of candidates within specific curricular areas and for which the candidate was responsible for primary leadership. A separate portfolio must be submitted for each course challenge. Applications must be received no later than April 1. Contact the department for more details on this process

TExES Departmental Eligibility Criteria for the 064 Superintendent Certification

A student requesting permission to register for the Superintendency TExES must have completed all six courses and meet or exceed the following criteria:

1. **Certification Plan.** Applicants must have an approved Superintendent's Certification Plan on file with the Department of Educational Administration and the University's Educator Certification Office.
2. **Time Limitations.** All work required on the Superintendent's Certification Plan must be completed within five calendar years after initial enrollment, including the TExES 064 Superintendency Test that must be taken within three years following the completion of the last course. Those exceeding time limitations must reapply for admission.
3. **Required GPA.** The applicant must have a 3.25 GPA with no grade below a B in the required coursework.
4. **Credit Hours.** Students must take at least 9 of the 18 hours of required coursework from Texas A&M University-Commerce. This allows up to 6 hours of credit-for-experience and 3 hours of transfer credit.
5. **Transfer Credit.** No more than 3 semester hours of the credit, 6 years or less in age, required according to the Superintendent's Certification Plan will be accepted as transfer credit from another regionally accredited graduate school. Applicants must have successfully completed EdAd 628 and EdAd 611 at Texas A&M University-Commerce. Transfer credit will not be accepted for either course.

Superintendent's Certification Program Application
Texas A&M University-Commerce

(To be submitted to the Department of Educational Administration)

To be completed by the applicant. Please type or print using blue or black ink.

Name: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Home Phone: _____

Work Phone: _____

E-Mail Address: _____

Social Security #: _____

Bachelor's Degree: _____

BA, BS Major Institution Date Received

Master's Degree: _____

MA, MS, M.Ed. Major Institution

Date Received Grade Point Average

Doctorate: _____

Ph.D., Ed.D. Major Institution

Date Received Grade Point Average

Certification Held: _____ / _____

Type, State Type, State

_____ / _____

Type, State Type, State

_____ / _____

Type, State Type, State

A resume, portfolio, letters of recommendation, internship proposal, certification (including evidence of passing the Principal's ExCET/TEExES), GRE scores and transcripts; and the filing fee must be submitted with this application. The information provided must be complete and accurate.

Signature

Date

Admission Requirements

To be completed by the Superintendent Certification Advisor.

GRE Scores: Total _____ Verbal _____ Quantitative _____
Analytical _____

- _____ Yes _____ No Meets the requirements of the graduate school for admission into a master's degree program.
- _____ Yes _____ No Has required graduate GPA
- _____ Yes _____ No Has three letters of recommendation including the sponsoring superintendent
- _____ Yes _____ No Has a superintendent internship proposal signed by the sponsoring superintendent
- _____ Yes _____ No Meets the department requirements on verbal and quantitative or analytical portions of the GRE.
- _____ Yes _____ No Passed the principal's ExCET/TE_xES and has mid-management or equivalent certification.
- _____ Yes _____ No Has a resume of leadership experience with a high quality professional portfolio
- _____ Yes _____ No Is a school or school district administrator with at least one year of administrative experience

Plan:

Course #	Course Title	Semester	Transfer Credit
EdAd 611	CEO Leadership: Internship		
EdAd 628	CEO Leadership: The Superintendent		
EdAd 627	Organizational Leadership: Finance		
EdAd 651	Organizational Leadership: Facilities		
EdAd 641	Instructional Leadership: Curriculum		
EdAd 620	Instructional Leadership: Human Resources		

Advisor: _____

Department Head: _____

Certification Officer _____

Date Approved: _____

Texas A&M University-Commerce
Department of Educational Leadership

EDAD 611 School District CEO Leadership: Internship

Course Description:

The purpose of the School District CEO Internship is to bridge the gap between theory and practice and students' academic and experiential learning. In the internship, students will engage in self-assessment of strengths, weaknesses, and areas of particular interest and will increasingly assume responsibility for their continuing professional development. This is accomplished as students plan for and complete a program of field experiences. Prerequisites: Concurrent enrollment in EDAD 628

Course Goals and Objectives

This internship should provide opportunities to work with and learn from school superintendents. Through field-based experiences, the student has the opportunity to strengthen his or her qualifications and gain experience. Through careful planning, the student should be able to accomplish the following:

1. Experience the realities of the superintendency by applying classroom knowledge to actual administrative situations.
2. Gain practical experience in applying leadership skills, techniques, and theory by working with a practicing superintendent.
3. Refine a philosophy of education as a result of the internship experience.
4. Gain additional experience and confidence in his or her professional abilities.
5. Provide authentic administrative assistance in the work setting.
6. Increase one's visibility as a potential superintendent in the eyes of others who could be helpful in advancing the intern toward his or her career objectives.

Application Deadlines

The EDAD 611 internship in the superintendency is a component of the superintendent certification. The course is a three semester credit hour course spread over two semesters concurrent with the EDAD 628 course. **Complete the Internship Application Form** and attach the required documentation to complete the Internship Proposal. The deadline for applying for the internship and submitting the internship proposal is **July 15**, preceding the Fall semester.

Completing the Internship Proposal

The internship is one of the most important experiences you will have during the superintendent preparation program. The care with which you prepare the Internship Proposal is critical.

1. Identify a **sponsoring superintendent** and request his/her assistance.
2. Complete a **Self-Assessment Profile** (Attachment I) based on the professional standards for the superintendency and resume of your administrative experience. Consider the administrative leadership skills, knowledge, and professional experiences you will bring to the internship experience. As you engage in self-assessment, consider the administrative skills you possess and those areas in which you need additional experience. Document your experience and strengths in your **resume** and **portfolio of administrative leadership artifacts**. This exercise should provide you, your district superintendent sponsor, and the A&M-Commerce supervisor a good sense of what you bring to the internship. Now, as you consider your needs, identify activities and skills you need to develop. Consult with your district superintendent sponsor as you plan the internship proposal. You will also complete the self-assessment profile at the conclusion of the internship experience.
3. Complete a **proposal of project activities** associated with each of the six National Professional Standards based on the TExES competences for the Superintendency. Areas that the student does not have a high level of competency and experience in or are not currently included in his or her job description should be the focus of activities selected, rather than ones that have been previously experienced with a high level of competency or are currently in his or her job description.

4. Request approval for your plan from your superintendent sponsor and share the information on the **Role of the Superintendent Sponsor of the Internship**. Once you have completed the Self-Assessment Profile, your resume, portfolio, and internship proposal, submit and explain the proposal package to your district sponsoring superintendent. Secure his or her signature on the proposal.

5. Submit the proposal package to the **Superintendent Certification Program Coordinator, Department of Educational Leadership, Texas A&M University-Commerce, Commerce, Texas 75429 by July 15 for Fall semester to be enrolled.**

6. The intern will be assigned to an **A&M-Commerce faculty supervisor**. After you are admitted into the program and given a section number, register for the course. The university supervisor will review the internship proposal and may make changes to the proposal. The A&M-Commerce supervisor may adapt requirements to align with the specific internship situation. Once all parties have agreed on the proposal, the intern will begin to implement the proposal. The proposal should be considered a fluid document that may change during the internship.

Role of the Superintendent Sponsor of the Internship

The role of the superintendent sponsor of the internship as a district supervisor and mentor to the intern is the critical factor in the success of the internship. The sponsor's guidance and counsel is of the utmost importance in helping the intern's activities to be fulfilling and appropriate.

The functions of the district supervisor include, but are not limited to:

1. Agreeing to act as supervisor/mentor to the intern.
2. Reviewing the internship materials found in the Superintendent Internship Program booklet.
3. Conferencing with the intern concerning expectations, activities, areas of skills, and knowledge development found in the Superintendent Internship Program booklet.
4. Meeting with the intern to discuss activities, tasks, and experiences, and review progress, discuss successes, and determine additional growth needs for the intern.
5. Approve and sign each of the logs created by the intern.
6. Confer with the A&M-Commerce supervisor on the intern's growth and achievements during the year-long internship.

Required Internship Activities for EDAD 611:

1. **Log.** Each intern must complete and document a **minimum of 160** hours of activities for the internship. Interns shall **complete a log every month** and submit it to the A&M-Commerce internship supervisor. Activities documented in logs shall be supported by artifacts (e.g. meeting agendas, notes, forms, e-mail, reports). Artifacts shall be shared with supervisors during visits or in a final portfolio or collection. For a sample log format, see attachment 3.

2. **Reflections.** Each intern shall maintain a reflective journal to reflect upon experiences and submit reflections every month to the university internship supervisor. Reflections should display the student's ability to connect theory gained in university coursework with field experiences.

3. **Professional Development.** Each intern shall attend one district staff development activity each semester. These staff development activities should be applicable to school district administration and documented in the log.

4. **Shadowing.** Each intern shall shadow a second central office administrator in the same (depending on size) or another district in addition to the sponsoring superintendent.

5. **Interview.** Each intern shall complete interviews of at least three central office personnel with a written report of results to be included in the internship portfolio.

6. **Portfolio.** Each intern shall collect artifacts (e.g. meeting agendas, notes, forms, e-mail, reports) that serve as evidence of several of the activities documented in the logs. These shall be presented to the university supervisor during visits and/or at the final submission date.

7. **Required Standard-based activities.** Internship activities associated with each of the six National Standards for School District Leadership and TExES Superintendent Competencies nested within (at least one project associated with each standard) are a minimum requirement as part of the internship proposal unless one can document

experience and complete understanding of the activities associated with each standard through the application portfolio. There should be at least one project with activities for each of the following standards and nested competencies to be developed included in the proposal and documented in logs.

Ethical Leadership Standard:

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

Competency 001: Model integrity, fairness, and act in an ethical manner in decision-making activities in promotion of success for all students in a way that:

- Serves as an advocate for all children
- Promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- Implements policies and procedures that promote district personnel compliance with *The Code of Ethics and Standard Practices for Texas Educators*
- Applies knowledge of ethical issues affecting education
- Applies laws, policies, and procedures in a fair and reasonable manner
- Interacts with district staff and students in a professional manner

Visionary Leadership Standard:

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

Competency 002: 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 in a way that:

- Establishes and supports a district culture that promotes learning, high expectations, and academic rigor for self, students, and staff
- Facilitates the development and implementation of a shared vision that focuses on teaching and learning and ensures the success of all students
- Implements strategies for involving all stakeholders in planning processes and for facilitating planning between constituencies
- Uses formal and informal techniques to monitor and assess district/school climate for effective, responsive decision making
- Institutes procedures for monitoring the accomplishment of district goals and objectives to achieve the district's vision
- Facilitates the development, use and allocation of all available resources, including human resources, to support implementation of the district's vision and goals
- Recognizes and celebrates contributions of staff and community toward realization of the district's vision
- Maintains awareness of emerging issues and trends affecting public education and communicates their significance to the local educational community
- Encourages and models innovative thinking and risk taking and views problems as learning opportunities
- Promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the educational community

Collaborative Leadership Standard

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Competency 003: 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 in a way that:

- Serves as an articulate spokesperson for the importance of public education in a free democratic society
- Develops and implements an effective and comprehensive internal and external district communications plan and public relations program
- Analyzes community and district structures and identifies major opinion leaders and their relationships to district goals and programs
- Establishes partnerships with families, area businesses, institutions of higher education, and community groups to strengthen programs and support district goals
- Implements effective strategies for systematically communicating with and gathering input from all stakeholders in the district
- Communicates and works 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
- Develops and uses formal and informal techniques to gain an accurate view of the perceptions of district staff, families, and community members
- Uses effective consensus-building and conflict-management skills
- Articulates the district's vision and priorities to the community and to the media
- Influences the media by using proactive communication strategies that serve to enhance and promote the district's vision
- Communicates effectively about positions on educational issues
- Uses effective and forceful writing, speaking, and active listening skills

Political Leadership Standard

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Competency 004: 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 in a way that:

- Analyzes and responds to political, social, economic, and cultural factors affecting students and education
- Provides leadership in defining superintendent-board roles and establishing mutual expectations
- Communicates and works effectively with board members in varied contexts, including problem-solving and decision-making contexts
- Works with the board of trustees to define mutual expectations, policies, and standards
- Accesses and works with local, state, and national political systems and organizations to elicit input on critical educational issues
- Uses legal guidelines to protect the rights of students and staff and to improve learning opportunities
- Prepares and recommends district policies to improve student learning and district performance in compliance with state and federal requirements

Instructional Leadership Standard:

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Competency 005: 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 in a way that:

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

Competency 006: Advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth in a way that:

- Applies knowledge of motivational theories to create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the district's vision
- Facilitates 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
- Facilitates the development of a learning organization that encourages educational excellence, supports instructional improvement, and incorporates best practice
- Facilitates the ongoing study of current best practice and relevant research and encourages the application of this knowledge to district/school improvement initiatives
- Plans and manages student services and activity programs to address developmental, scholastic, social, emotional, cultural, physical, and leadership needs
- Establishes a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results
- Applies knowledge of special programs to ensure that students with special needs are provided with appropriate resources and effective, flexible instructional programs and services
- Analyzes instructional resource needs and deploys instructional resources effectively and equitably to enhance student learning
- Analyzes the implications of various organizational factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning
- Develops, implements and evaluates change processes to improve student and adult learning and the climate for learning
- Ensures 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: Implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development in a way that:

- Enhances teaching and learning by participating in quality professional development activities and studying current professional literature and research
- Develops, implements, and evaluates a comprehensive professional development plan to address identified areas of district, campus, and/or staff need
- Facilitates the application of adult learning principles to all professional development activities, including the use of support and follow-up strategies to facilitate implementation
- Implements strategies to enhance professional capabilities at the district and campus level
- Works collaboratively with other district personnel to plan, implement, and evaluate professional growth programs
- Delivers effective presentations and facilitates learning for both small and large groups
- Implements effective strategies for the recruitment, selection, induction, development, evaluation, and promotion of staff
- Develops and implements comprehensive staff evaluation models that include both formative and summative assessment and appraisal strategies
- Diagnoses organizational health and morale and implements strategies and programs to provide ongoing assistance and support to personnel

Organizational Leadership Standard:

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

Competency 008: Apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use in a way that:

- Applies procedures for effective budget planning and management
- Works collaboratively with stakeholders to develop district budgets
- Facilitates effective account auditing and monitoring
- Establishes district procedures for accurate and effective purchasing and financial record keeping and reporting
- Acquires, allocates, and manages resources according to district vision and priorities, and obtaining and using funding from various sources
- Uses district and staff evaluation data for personnel policy development and decision making
- Applies knowledge of certification requirements and standards
- Applies knowledge of legal requirements associated with personnel management, including requirements relating to recruiting, screening, selecting, evaluating, disciplining, reassigning, and dismissing personnel
- Manages one's own time and the time of others to maximize attainment of district goals
- Develops and implements plans for using technology and information systems to enhance school district operations
- Applies pertinent legal concepts, regulations, and codes

Competency 009: Apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment in a way that:

- Applies procedures for planning, funding, renovating, and/or constructing school facilities
- Implements strategies that enable the district's physical plant, equipment, and support systems to operate safely, efficiently, and effectively
- Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns
- Develops and implements procedures for crisis planning and for responding to crises

- Applies procedures for ensuring the effective operation and maintenance of district facilities
- Implements appropriate, effective procedures in relation to district transportation services, food services, health services, and other services
- Applies pertinent legal concepts, regulations, and codes

Competency 010: Apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts in a way that:

- Implements appropriate management techniques and group process skills to define roles, assign functions, delegate effectively, and determine accountability for goal attainment
- Implements processes for gathering, analyzing, and using data for informed decision making
- Frames, analyzes and resolves problems using appropriate problem-solving techniques and decision-making skills
- Uses strategies for working with others, including the board of trustees, to promote collaborative decision making and problem solving, facilitate team building, and develop consensus
- Encourages and facilitates positive change, enlists support for change, and overcomes obstacles to change in varied educational contexts
- Applies skills for monitoring and evaluating change and making needed adjustments to achieve goals
- Analyzes and manages internal and external political systems to benefit the educational organization

SUPERINTENDENT INTERNSHIP APPLICATION

Complete and return with the internship packet by July 15 to:

**Superintendent Internship Program
Educational Leadership Department
Texas A&M University-Commerce
Commerce, Texas 75429-3011**

I plan to enroll in EDAD 628 and 611 for a total of six (6) hours credit

Name of Intern	Current Position	SSN/Student ID
Campus		Home Address
Street Address		City Zip
City Zip		ac () Home Telephone Number
ac () Campus Telephone Number		E-mail address (intern)
School District		Date student enrolled in certification program from plan. _____
Name of Sponsoring Superintendent		School District (if different)
Street Address and Mailing Address		E-mail of Sponsoring Superintendent
City Zip		ac () Office Telephone Number

I have reviewed the expectations for the internship and understand the activities and time required for this experience. I agree to serve as the sponsoring superintendent for this intern for the school year.

Signature of Sponsoring Superintendent

- Attach a copy of your superintendent competencies evaluation form, internship proposal and resume as indicated in Internship Handbook.
- Attach a map with directions to your office from the Texas A&M University-Commerce campus.
- **State the hours you, the intern, can be reached conveniently by telephone and be visited by the university supervisor.**

Monday _____ Tuesday _____ Wednesday _____ Thursday _____ Friday _____

DUPLICATE AS NEEDED

- _____ Preliminary Self- Assessment
_____ Final Self- Assessment

Use this form to complete the periodic assessment of your level of administrative competency in regard to the ten (10) Texas Certification Competencies. Share your initial assessment with your sponsoring superintendent and university supervisor as you plan for your internship in the Texas A&M University-Commerce Superintendent Preparation Internship. Prior to the completion of the internship, all students will be required to provide documentation regarding activities participated in prior to or during the internship as evidence of level of competency attained.

Measures of Competence:

1. Beginning status; inadequate competency
2. Limited experience; marginal competency
3. Satisfactory competency
4. Very competent
5. Outstanding competency

_____ Competency 001: Model integrity, fairness, and act in an ethical manner in decision-making activities in promotion of success for all students.

_____ Competency 002: 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.

_____ Competency 003: 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.

_____ Competency 004: 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.

_____ Competency 005: 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.

_____ Competency 006: Advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

_____ Competency 007: Implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.

_____ Competency 008: Apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.

_____ Competency 009: Apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

_____ Competency 010: Apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

Proposal Format

The internship proposal will consist of six projects aligned with each standard including associated competency, activities, timeline, and evaluation of the project activities.

The intern will delineate objectives and choose activities based on his or her self-assessment of competencies, assessment by the sponsoring superintendent, and collegial assessment with the university supervisor. The following is an example of what the proposal might look like:

Standard: Visionary Leadership			
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the educational community.			
Competency	Activities	Timeline	Evaluation
Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community.	1. Analyze the district improvement plan for vivid descriptors of the vision of learning.	September	Vivid descriptors of vision
	2. Communicate the vision to constituencies.	October	Statement of the vision
	3. Assess the accomplishment of district goals and objectives	November	Analysis of AEIS
	4. Facilitate planning processes for updating the district improvement plan.	January	Planning agenda

Internship Log and Reflections

Internship **logs** must be submitted to your A&M-Commerce Internship Supervisor at monthly intervals during the entire internship experience.

LOG FORMAT

The log is a day-by-day listing of the experiences encountered in the internship. It is designed to document what the intern learned or experienced during this time period.

Date	Hours	Standards	Activity
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In the past many students have exceeded the clock hour requirement because they view the internship as a valuable learning experience and because they have an opportunity to complete an ongoing project. It is suggested that you begin the internship in late July or early August before the school year; however, the internship proposal must be completed and sent to the A&M-Commerce Internship Coordinator prior to beginning any internship activity.

In addition to the log entries, submit a monthly **narrative reflection**. The reflection is separate from the log and is designed to allow the intern to reflect and assess his/her experiences in an unstructured manner. The intern should examine what occurred during the two-week timeframe and decide what went well, what didn't go well, and what might have been done differently to resolve the issues successfully (i.e. assess your actions and faculty and staff actions with parents, students, and colleagues). This written narrative should include a free flow of thoughts and feelings about what you have been involved with during the timeframe covered. In the reflection narrative, do not repeat what you said in the log. Dissect and evaluate what occurred. You will want to reference professional reading you have completed in the reflection. This reflective writing does not need to be shared with anyone except the university supervisor. .

Internship Evaluation

A final grade of A,B,C,F or X will be assigned at the end of the semester. Input from the campus supervising administrator, the A&M-Commerce supervisor, and the intern will be used in determining the grade. The factors used in the evaluation are:

1. The quality and extent to which learning activities have been conducted and documented in the log/reflections. This requires that these documents be submitted on-time to the supervising professor.
2. The quality of artifacts supporting the internship plan.
3. The quality of any projects completed as part of the activities.