SYLLABUS

CI 6388: SUPERINTENDENT INTERNSHIP

College of Education     Angelo State University

Supervising Instructor: Richard Bain, Ed. D.
Ed. 6388: Superintendent Internship

Foreword to the Intern

Definition of Terms.

**Internship.** The term “internship” refers to the course Ed. 6388: Superintendent Internship.

**Intern.** The term “intern” refers to the student registered in Ed. 6388.

**Field Supervisor.** The field supervisor is the person in the district who agrees to supervise and assist the intern during the internship.

**University Supervisor.** The university supervisor is the Angelo State University faculty member who is the course instructor.

Grading.

This course is graded as “PASS” -- “FAIL.” A mastery of 80% or higher is required to receive a passing grade.

The criteria used for grading include:

1. completeness and quality of assignments,
2. following course guidelines, instructions, procedures and time-lines,
3. professional behavior and interrelationships,
4. evaluation by the district field supervisor, and
5. evaluation by the university supervisor.

Assessments.

Assessments have been utilized in the superintendent program coursework and in this internship to meet ELCC standards. Standards 7.0, 7.3 specifically apply to clinical practice and the internship.
Standard 7.0: The internship provides significant opportunities for interns to synthesize and apply knowledge and to practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings which are planned and guided cooperatively by ASU and school district personnel.

Standard 7.3: Students apply skills and knowledge articulated in the first six ELCC standards as well as state and local standards for educational leaders. Experiences are designed to accommodate interns’ individual needs.

Standard 1.0: Students who complete the internship program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the articulation, development, implementation, and stewardship of a school vision of learning supported by the school community.

Standard 2.0: Students 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 promote student learning, and designing comprehensive professional growth staff plans.

Standard 3.0: Students 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 ways which promote a safe, efficient, and effective learning environment.

Standard 4.0: Students 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 by responding to diverse community interests and needs, and by mobilizing community resources.

Standard 5.0: Students who complete the program are educational leaders who are capable of promoting the success of all students by acting with integrity in a fair and ethical manner.

Standard 6.0: Students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by recognizing, understanding, responding to, and by influencing the larger political, social, economic, legal and cultural context.
THE INTERNSHIP PROGRAM FOR SUPERINTENDENTS
College of Education -- Angelo State University

The College of Education maintains an internship program as a part of the professional program for the preparation of school administrators. The concept of the internship for superintendents is similar to that found in other professional fields. Its basic function is to enable the intern who is an almost fully-trained practitioner to gain the necessary experience in the performance of the critical tasks of his/her profession while under the close supervision of a fully trained and experienced field supervisor and a university supervisor.

The coursework and field experiences in the superintendent’s program adhere to the Texas State Standards and ELCC Standards.

To implement the above, the University Internship Program has four (4) primary program goals on which program objectives are based:

1. Provide the intern with a practical experience in the day-to-day administration and operation of educational institutions.

2. Enable the intern to carry out major responsibilities requiring skillful and tactful leadership under the supervision and advice of the field supervisor and of the university advisor/supervisor.

3. Stimulate the intern to expand and improve his/her knowledge of concepts and research in administration.

4. Encourage and assist both the intern and the university supervisor to maintain and increase their knowledge of contemporary education problems and administrative practices.
Operationally, it is expected that interns will participate responsibly in the performance of a broad range of administrative tasks. The internship in administration denotes an experience in the field which provides the following opportunities:

1. Enhance his/her professional preparation through first-hand supervised field experiences, particularly if he/she has limited background in administration.

2. To expand his/her experience in a variety of administrative areas, with emphasis on those areas in which the intern has had limited experience.

3. Explore his/her interests and capabilities in the field of administration.

4. Move from the intern’s current position into a new area of administration.

PROCEDURE FOR ASSIGNMENT

Step 1: The internship is the final course in a five-course program. In order to complete the internship, the intern must have had the previous four courses or have special permission from the university advisor/instructor.

Step 2: The student seeking approval to be in the internship will be counseled by the university supervisor to determine that there is an appropriate program in which the intern will complete the program.

The minimum time spent in the internship is 90 clock hours. These hours are spent in meetings at the campus level, in district-wide administrative staff meetings, attending school board meetings, by completing special tasks or programs for the district, and by shadowing as many administrative staff members as possible in all areas of the district’s operation.

Step 3: The schedule of tasks and activities for the intern will be made by the field supervisor and the university advisor/supervisor.
Step 4: The intern begins the program by following the schedule of activities set by the field supervisor and university supervisor. During the internship the university advisor will maintain contact with the intern and the field supervisor regarding the intern’s performance and the success of the program.

INTERNSHIP LOG AND EVALUATION REPORT

It is the responsibility of the intern to keep an accurate record of daily activities, to evaluate these experiences, and to provide written reports about the activities. This log and the related written reports are an important component of the course requirements.

The Internship Log:

The log maintained by the intern should meet the following criteria:

1. Provide a record of the day-to-day activities of the intern.

2. Describe briefly observations made by the intern of students, teachers, parents, administrators, and staff members when those observations are relevant to the role of the superintendent.

3. Provide a starting point of discussions between the intern, field supervisor and the university supervisor.

5. Enable the intern to analyze and evaluate how much time is spent and invested in typical day-to-day tasks and administrative activities.

To fulfill the criteria listed above the intern will do the following:

1. Be objective in the way the log entries are written.

2. Avoid judgmental, subjective log entries which are unprofessional.

3. Keep the log updated on a regular basis.
4. Make at least one log entry for each task, activity or experience which relates to the superintendent’s role.

5. Along with the log, keep a copy of all materials, programs, schedules or other items which are planned and developed wholly or in part by the intern.

6. Turn in the log and any other materials by the end of the semester.
EXAMPLE OF HOW TO KEEP THE LOG

FORMAT OF THE LOG:

Date: Week of March 11-15
Total hours: 6

<table>
<thead>
<tr>
<th>DATE</th>
<th>HOURS</th>
<th>CODE</th>
<th>TYPE OF ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/6/08</td>
<td>2:00-4:00</td>
<td>4-P-H</td>
<td>Met with math teachers to work on curriculum guide.</td>
</tr>
<tr>
<td>10/7/08</td>
<td>1:00-2:00</td>
<td>5-O-M</td>
<td>Sat in on superintendent-principal-parent conference</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>concerning a serious disciplinary problem.</td>
</tr>
<tr>
<td>10/8/08</td>
<td>3:00-4:00</td>
<td>3-P-L</td>
<td>Helped superintendent tabulate campus budgets for next</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>year.</td>
</tr>
<tr>
<td>10/9/08</td>
<td>2:00-4:00</td>
<td>6-P-M</td>
<td>Worked with calendar for the fall.</td>
</tr>
</tbody>
</table>

Example of Coding: If the intern was involved in a valuable staff committee meeting on curriculum development, he/she would code the activity 4-P-H, as in the first entry in the log example above. Coding is discussed in detail on pages 9 and 10.

Taking Notes: It is suggested that notes be written on activities at the time they occur so that the details are available when the semester report is written.

Basis for Discussion: The log is a basis for discussion between the intern, the field supervisor and the university supervisor.
CODING AND CLASSIFICATION OF ACTIVITIES

It is suggested that the intern classify each of the activities entered in the log and that each activity be evaluated at the time the entry is made. Following are suggestions as to how this might be done.

CLASSIFICATION OF ENTRIES:

1. Refers to Superintendent – Board Relations
2. School – Community Relations
3. Fiscal Management (budgeting, purchasing . . .)
4. Curriculum and Instruction
5. Student Services
6. Planning (calendars, school improvement, enrollment projections . . .)
7. Administration and Supervision of Personnel
8. Special Services and Student Activities
9. Facilities (planning, utilization, maintenance, repairs, needs . . .)
10. Human Resources/Personnel Services (projecting needs, recruitment, employment, evaluation, extension/termination of contracts . . .)
11. Staff Development and Training
12. UIL planning, activities and issues
13. Official district policies, campus handbooks, and Legal Issues
14. Other:

CODING ENTRIES:

The degree of involvement of the intern in what occurs will vary. Indicate the level of involvement and responsibility by using the code letters which follow.

O -- observer only
P -- participant
S -- individual responsibility of the the intern
EVALUATING ENTRIES:

The value of activities and experiences will vary. To reflect the value of each entry as a learning experience, use the codes which follow.

L = low value experience
M = medium value experience
H = high value experience

THE REFLECTION ASSESSMENT REPORT

When the course requirements have been met, the intern will write a summary report in which he/she gives an overall reflection and an assessment and evaluation of the total internship experience. This report is presented only to the university supervisor.

Suggested content of this report follows.

a. A brief description of the overall internship experience (district, your position, your mentor, and the time provided to complete the course requirements.)

b. An analysis of the internship in terms of the successes, failures, positive things, and negative things.

c. Suggestions and recommendations regarding how this internship for superintendents can be improved.

This is an important paper. First, this reflection is used by the university to evaluate what the intern did. Of greater importance, this reflection also provides information which the university uses to determine what the intern learned in the way of new information, procedures, knowledge and leadership. A third important factor relates to how the intern believes this program can be improved.

Therefore, this paper should be convincing of what the intern has learned and how that will be used and applied.
INTERN’S FIELD PROJECTS

PURPOSE:

The purpose of these two projects is for the intern to provide the district with information and a plan whereby an important program in the district can be evaluated and improved. As this is done, the intern will gain insight into how to identify what exists, to project what would be better, to write an improvement plan, and how to garner support and obtain resources to make changes.

NUMBER OF PROJECTS AND PROPOSALS:

Two projects are required, and these are explained below.

Project No. 1 is prescribed, and the details are presented below. With Project No. 2 the intern has options about the research topic, and a proposal must be submitted to the university supervisor for approval.

Details follow.

**Project No. 1: Improvement of Instruction**

This project is required and should be completed early in the internship. The intern must conduct a district mini-needs assessment in the area of improving instruction.

The specific topic of this project is to use TAKS scores for the total district and for either the state or for the Region ESC in which the district is a member.

**Part 1.** Compare the district’s scores with the state or ESC Region scores. Review these to determine how your district is performing as compared to the state or ESC. Identify your district’s overall strengths and weaknesses. Summarize these broad data and write a report suitable for presentation to all principals and/or to the Board of Trustees.
Part 2. Next, look at each individual campus and identify the strengths and weaknesses. Using these data, write a report suitable for presentation to all principals in which you specify the strengths and weaknesses. The information in this report should be sufficient to plan staff development and training designed to improve teachers’ knowledge and skills which enable them to bring about improved test performance in those weak areas of achievement.

Be as brief as possible when writing this report. Use lists, bullets, and phrases in order to be brief and also to enable readers to quickly see and understand the information. If you can do so and still present a “class act” professional paper, copy and/or paste information from your sources and include this in your report.

This project report is to be submitted with all the other items at the end of the course.

Project No. 2: Research Project for Superintendent

The second of the two required projects must be approved by the university supervisor. This project requires that the intern address a district need which is approved by the district’s superintendent. This research action project is designed for the intern to produce a document which identifies an actual need the superintendent would like to address, presents information about that need, specifies how the need can be met, and which identifies the resources, personnel and funds which will be required if the plan proposed by the intern should be actually implemented.

Possible research project areas are suggested, but not limited to, the suggestions which follow.

1. Survey available professional literature and electronic sites, and recommend a plan to establish a professional library for teachers.

2. Develop a plan to be used to inform teachers, staff and auxiliary personnel about Important official school policies. Include in the plan the applicable policies.

3. Conduct a survey of students at the secondary level to determine what they say are the major reasons for receiving low grades. Inclusion of teachers, and possibly parents, would yield interesting information. Use the results to suggest ways to minimize those causes for low grades.

5. Develop a plan to introduce, provide orientation, and to assign new teachers. Include a process to have an experienced teacher serve as a personal mentor and advisor during the new teacher’s first year.

6. Conduct a survey of the number and kind of disciplinary infractions occurring in the district or in selected grade levels. Use these data to examine the Discipline Management Plan for the district, or for selected grade levels/campuses. Make suggestions for improvement in the DMP and/or in staff development, school-parent relations . . . .

7. Conduct a study of the pros and cons of permitting students to use backpacks at various grade levels. Include information about excessive weight and the ill effects, if any, thereof. Suggest alternative ways to prevent the need for students to have to take books home and to bring them back to class.

8. Conduct a district-wide survey and write a paper proposing staff development and in-service activities. Include information about “comping” inservice days by attending in-service and staff development activities on weekends and during the summer. See what other districts in your area do.

9. Study the district’s transportation services and make recommendations about ways to improve.

10. Conduct on-site observational studies of what students consume and what they throw away when they eat in the school cafeteria. Study the nutritional guidelines which must be followed. Make suggestions for improvement which are within required state, federal and local guidelines for cafeteria menus.

11. Conduct a study of how new official policies from TASB are reviewed locally, returned to TASB for final approval, and then how these policies are approved locally and shared with appropriate personnel. Do the same as above for district policies which are developed locally and then sent through TASB so that the policies will be legal when adopted. Can this process be improved?
ASSESSMENT AND EVALUATION OF THE INTERN

The intern’s final grade is a PASS or FAIL, with an overall mastery of 80% required for PASS. The grade is based on the following:

1. The daily log.
2. Required Project No. 1: Improving Instruction (TAKS)
3. Required Project No. 2: A Research Project for Superintendent
4. The Reflection Assessment Report of the Total Internship Experience
5. The field supervisor’s evaluation (See page 14 for copy of this form)
6. The university supervisor’s evaluation

NCATE ASSESSMENT SURVEY

NCATE is the National Council for Accreditation of Teacher Education. Angelo State University is involved with NCATE, and your district may receive a survey form which will be utilized as the University undergoes on-site visits by NCATE.

This NCATE survey form is not included in this syllabus. If the form is received in your district, it will be greatly appreciated if the intern’s field supervisor would complete and submit that survey form to the university supervisor at the address below.

Dr. Richard Bain, Sr.
Superintendent Certification Program
ASU Station # 10291
Angelo State University
San Angelo, TX 76909 – 0921

OFFICE: 325-942-2647

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ANGELO STATE UNIVERSITY – ED 6388 – SUPERINTENDENT INTERNSHIP – FALL, ’09
EVALUATION REPORT BY: FIELD SUPERVISOR

Intern’s Name:____________________________ Date began: _________ Date ended: _________
Place of Internship:_____________________________________________________

Thank you for working with Angelo State University to provide such good leadership and supervision of this intern. Please indicate the amount of experience the intern had for each of the 12 areas of experience. Leave an area blank if the intern had no experiences.

<table>
<thead>
<tr>
<th></th>
<th>Some Experience</th>
<th>Much Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Superintendent – Board Relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. School Community Relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Finance (Budget, Purchasing, Tax rate, Bonds, Salary Sched.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Curriculum and Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Student Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Planning (School Improvement, Calendar, Schedules)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Administration of Professional Personnel</td>
<td></td>
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<tr>
<td>8. Administration of Non-Professional Personnel</td>
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<tr>
<td>9. Administration of Special Services and Student Activities</td>
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</tr>
<tr>
<td>10. Facilities (Planning, Use, Supplies, Maintenance)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Personnel Services (Recruitment, Interview, Retention)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Professional development programs for staff</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EVALUATION OF INTERN

Using (1-poor, 2-fair, 3-good), what is the intern’s likelihood of success as a superintendent?

1____ 2____ 3_____ Supervising Administrator:________________________________________ Date: _________

Strong points:_______________________________________________________________________________

Weak points:_______________________________________________________________________________

Please use the back of this page to make additional comments. Thank you for all your help!