Prerequisite

Approval from Department Chair, Education Administration

Course Description

Internship activities in the eight SBEC superintendent standards will be required unless determined unnecessary by the instructor based on the student’s prior experiences. Internship sites shall include private business, local or state government and/or management, public schools, public school support institutions, non-profit organizations, and/or others as determined appropriate on an individual basis.

Course Rationale

Authentic assessment to determine whether or not a person has acquired the necessary knowledge and skills to be successful in a particular job must include the contextual application of what s/he has learned while in an academic setting. Such is the purpose of the superintendent internship. In addition, the future superintendent is placed in an environment in which he/she can grow in knowledge through participant observation and dialogue with experts in related fields by shadowing other chief executive officers.

Objectives

The overarching goal for this course is that the intern will demonstrate proficiency in the eight SBEC standards for the superintendency (See Attachment A).
Resources

Although there is no official set of resources for this course, the following are recommended to the student for reference purposes:

Books:

Herman, J. and Herman, J., eds. The practicing administrator’s leadership Series. (There are several books in this series.) Newbury Park, CA: Corwin Press, Inc.

Journals and Periodicals:

Educational Leadership, Association of Supervision and Curriculum Development
The Executive Educator, National School Boards Association
INSIGHT, Texas Association of School Administrators
Texas Lone Star, Texas Association of School Boards
Texas School Administrators’ Legal Digest, Texas School Administrators Legal Digest
Education Week
Texas Education News

General Documents:


Websites:

American Association of School Administrators website: www.aasa.org
American Association for Supervision and Curriculum Development: www.ascd.org
Education Week website: www.edweek.org
National School Boards Association website: www.nsba.org
Texas Association of School Administrators website: www.TASAnet.org
Texas Association of School Boards website: www.tasb.org
Texas Education Association website: www.tea.state.tx.us
Texas ISD website: www.texasisd.com
State Board for Educator Certification web site: www.sbec.state.tx.us
Course Requirements/Assignments

Mentor Superintendents

- All intern students must choose a practicing superintendent as his/her primary mentor or supervisor for the majority of field-based experiences.
- Each intern will be assigned to work with 1-3 superintendents in surrounding school districts for specific assignments, including shadowing.

Job Application

Each intern must submit an application packet to the professor (to include at a minimum—a letter of interest and a resume (See Attachment B) for a real or fictitious superintendent’s job. Ideally, the vacant position will be one that the intern locates and is interested in pursuing. The student can locate state-wide vacancies on the TASA or Texas ISD website. This assignment is due Wednesday, May 4, 2011 and will be worth 10% of the total grade for the course.

Written reports of all activities described below shall be organized and submitted as an Internship Portfolio prior to Wednesday, May 4, 2011. Portfolio quality and content will comprise 90% of the final course grade.

Assigned Field-based Activities

1. The student shall engage in assigned field based activities that relate to the SBEC standards and competencies listed in Attachment A. All activities must be at the superintendent level. . . that is, they must be activities or duties in which a practicing superintendent would engage. (See Attachment C)

2. Leadership: In addition to the assigned activities indicated above, each intern shall assume the leadership role in an activity within two of the eight SBEC standards. A leadership role in this context is not an event (i.e., conducting a staff meeting), but defines a responsibility that occurs across time (process) and involves behind the scene interactions with people and planning. Written reports of leadership activities shall be organized according to Attachment D.

Shadowing

Each intern shall spend a designated block of time shadowing his/her mentor superintendents and other community, business, or education leaders. The purpose of the student’s shadowing the mentor superintendent is to experience the gestalt of challenges and issues facing a practicing superintendent on a typical day. The purpose of the student’s shadowing other leaders is to determine what they do and how it relates to the public school superintendency. The instructor will help the student identify leaders to be shadowed, but the student is responsible for establishing specific appointments for the shadowing activities. The following are recommended blocks of time to be spent with each leader, but actual times will be determined by the intern and
instructor. The timeline for this assignment should be one of the first issues resolved so the intern is not under pressure at the last minute to accomplish these shadowing activities.

The intern shall keep a journal of each shadowing experience and include a written report of each experience in the internship portfolio (Attachment E).

- Mentor superintendent: 1 school day
- Assigned superintendent (of a different size school district): 1 school day
- Private/public business CEO: 4 hours
- Local or State government/management leader OR
  - Texas Education Agency Deputy Commissioner OR
  - Education Service Center Executive Director OR
  - Non-profit organization Executive Director, Pastor or charitable organization leader: 4 hours

**TOTAL (approximately) 24 hours**

The completed Internship Portfolio is due no later than Wednesday, May 4, 2011. This includes 160 hours of logged experiences and requirements. This will include activities that you have completed in other superintendent courses, activities in your own school district, community, area.

***YOU WILL NEED TO LOG 160 HOURS***

Proficiency on SBEC Superintendent Standards

As a part of the course requirement for the Superintendent Internship, all students (including students seeking licensure and/or certification in another state) must make a minimum passing rate score of 80% on a written Program Comprehensive Examination to be administered on the A&M-Texarkana campus on a date to be announced by the Instructor. Although a minimum score of 80% on the Program Comprehensive Examination is a requirement for completing the internship, the student’s actual grade on the representative test will not be considered as a part of the grade for the course.
Schedule of Events/Activities

Class Meetings Since the internship is a field-based course, the class as a whole will meet only SEVEN times during the semester, with dates and times to be determined at the first meeting. Students are expected to attend all meetings. General topics of discussion at the meetings shall include:

<table>
<thead>
<tr>
<th>(Dates)</th>
<th>(Time)</th>
<th>(Topic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 9</td>
<td>4:30</td>
<td>Class organization, review of course syllabus Status report/discussion of activities</td>
</tr>
<tr>
<td>March 9</td>
<td>4:30</td>
<td>“Marketing Yourself as a Superintendent”</td>
</tr>
<tr>
<td>March 23</td>
<td>4:30</td>
<td>Status report/discussion of activities</td>
</tr>
<tr>
<td>April 6</td>
<td>4:30</td>
<td>Status report/discussion of activities</td>
</tr>
<tr>
<td>May 4</td>
<td>4:30</td>
<td>Preparing for the Comprehensive Examination and Superintendent TExES</td>
</tr>
<tr>
<td>TBD</td>
<td>TBD</td>
<td>Program Comprehensive Examination</td>
</tr>
</tbody>
</table>

Student/Mentor Superintendent/Instructor Conferences

One conference between the student, mentor superintendent, and instructor shall be scheduled during the semesters. The conference should be scheduled during the first 1-2 weeks of the semester. The purpose of this conference is to clarify role/expectations of the student, mentor superintendent, and instructor during the internship, to discuss and finalize the student’s major leadership projects and shadowing activities; and to address other issues as necessary. The conference should review/debrief the entire internship experience. The student is responsible for setting up all conferences with input from the instructor regarding date and time. The student will schedule a conference with the instructor when s/he submits the Internship Portfolio.

Informal Student/Mentor Superintendent/Professor Communications

It will be necessary for weekly informal communication or dialogue between the student, mentor superintendent, and/or professor. This can be accomplished via e-mail, faxes, telephone calls, and/or individual conferences.

Student Evaluation and Grading

The final course grade will be determined by the professor in collaboration with the mentor superintendent and will be based on three criteria: (1) level and overall quality of the internship activities and job application packet, (2) degree to which field based activities match the SBEC standards, and (3) quality of the portfolio document, including clarity and depth of written summaries of all activities.

A—(90-100%) Outstanding
B—(80-89%) Above Average
C—(70-79%) Average
F—(≤69%) Unacceptable
Academic Honesty

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and copying or undocumented use of materials from any source, constitute academic dishonesty, and may be grounds for a grade of “F” in the course and/or disciplinary action. For additional information, see the university catalog.

Students with Disabilities

Accommodations can be provided for students with a disability only after the student requests an accommodation and provides the appropriate written documentation of a disability. To request accommodations for this course students are responsible for the following:

1. Contact the A&M-Texarkana Student Services Office to request appropriate accommodations,
2. Provide documentation of a disability to the A&M-Texarkana Student Services Office and documentation must be less than 5 years old, and
3. Contact the instructor to discuss implementation of accommodations for this course.

The Student Services Office is located in room 227 in the Aikin building or you can call 903-223-3062 for additional information.

The professor maintains the prerogative of changing this syllabus as necessary during the course and will notify students accordingly.
ATTACHMENT A

State Board for Educator Certification Standards for the Superintendent

1. Learner-Centered Values and Ethics of Leadership. A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

A superintendent understands, values, and is able to:
(1) Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
(2) Implement policies and procedures that encourage all district personnel to comply with §247.2 of this title, (relating to the Code of Ethics and Standard Practices for Texas Educators).
(3) Serve as an articulate spokesperson for the importance of education to a free democratic society.
(4) Enhance teaching and learning by participation in quality professional development activities, study of current professional literature and research, and interaction with the district's staff and students.
(5) Maintain personal physical and emotional wellness.
(6) Demonstrate the courage to be a champion for children.

Activities: (Complete all of the following)
1. Carefully study the Texas Educators’ Code of Ethics (Attachment F). Google “superintendent ethics” and browse through the display of related links. Choose superintendent ethics issue to investigate further and write a two-page summary and reflection paper.
2. Develop a 4-5 question interview on ethical conduct in the superintendency and use it to interview one of your mentor superintendents. Write a reflection paper on this experience and what you learned.
3. Develop a personal improvement plan (completed by July 1) to deal with the pressure and stress associated with a leadership position. The plan must include at least one measurable goal for your
   a. Physical health,
   b. Emotional/psychological/spiritual health, and
   c. Intellectual health
4. As you experience the superintendent internship, be alert to examples and non-examples of ethical behavior in the education arena, including those of superintendents, principals, and board members. Include a written summary in the Internship Portfolio.

2. Learner-Centered Leadership and District Culture. A superintendent is an educational leader who promotes the success of all students and shapes district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
A superintendent understands, values, and is able to:
(1) Establish and support a district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance.
(2) Facilitate the development and implementation of a shared vision that focuses on teaching and learning.
(3) Implement strategies for the involvement of all stakeholders in planning processes and facilitate planning between constituencies.
(4) Conduct and analyze district/school climate inventories for effective, responsive decision-making.
(5) Institute and monitor planning processes that include strategies designed to ensure the accomplishment of district goals and objectives to achieve the district's vision.
(6) Facilitate the use and allocation of all available resources to support the implementation of the district's vision and goals.
(7) Recognize and celebrate contributions of staff and community toward realization of the district's vision.
(8) Demonstrate an awareness of emerging issues and trends affecting the education community.
(9) Encourage and model innovative thinking and risk-taking and view problems as learning opportunities.
(10) Promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the education community.

Activities: (Complete one of the following)
1. Research the vision or mission statement of a school district.
   a. Determine the “how, when, who, and why” of the vision or mission statement.
   b. Interview no fewer than 10 people (administrators, teachers, board members, students, community members) to determine
      i. If they know the vision or mission statement
      ii. What it means to them
      iii. Why having a vision or mission statement is important
   c. Write a 2 page reflection paper on your findings
2. With support from your mentor superintendent, select/develop, administer, and analyze a climate survey (teacher, student, parent, and/or community member) and develop recommendations based on the outcome. If a survey has been conducted within the past 5 years, review the results investigate success of the district’s efforts to respond to the results, and write a summary that includes recommendations, if appropriate.
3. Learner-Centered Human Resources Leadership and Management. A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects appropriate models for supervision and staff development, and applies the legal requirements for personnel management.
A superintendent understands, values, and is able to:
(1) Develop, implement, and evaluate a comprehensive professional development plan designed specifically to address areas of identified district, campus, and/or staff need.
(2) Facilitate the application of adult learning principles to all professional development activities, including the use of relevant issues and tasks and the use of support and follow-up strategies to facilitate implementation.
(3) Implement strategies to enhance professional capabilities at the district and campus level to ensure support for a continuum of services and programming.
(4) Deliver effective presentations and facilitate the learning of both small and large groups.
(5) Implement effective strategies for the recruitment, selection, induction, development, and promotion of staff.
(6) Develop and institute comprehensive staff evaluation models that include both formative and summative assessment and appraisal strategies.
(7) Demonstrate use of district and staff evaluation data for personnel policy development and decision making.
(8) Demonstrate and apply knowledge of certification requirements and standards.
(9) Diagnose and improve organizational health/morale by the implementation of strategies and programs designed to provide on-going assistance and support to personnel.

Activities: (Complete one of the following)
1. Evaluate a chosen district’s plan for staff development using the format provided by the instructor. Working with district human resources personnel if available, provide written recommendations for revision of the plan so that it satisfies any applicable statutes, board policies and the quality indicators in the evaluation format. If a plan doesn’t exist, create an outline for a new plan that meets the quality standards for submission to the superintendent.
2. Research the district’s policies and administrative regulations for announcing job vacancies, accepting applications, interviewing candidates, and recommending employment; teacher and administrative reassignment; and dismissal of professional and other classes of personnel. Analyze and make written recommendations for improvement.
3. Review and analyze the district’s salary schedule for classified, para-professional, professional teaching, and professional administrative personnel. What drives the overall salary structure? Are they comparable to other districts in the area? Submit a report to the superintendent that includes your findings and recommendations.
4. Review and analyze the district’s written job descriptions for classified, para-professional, professional teaching, and professional administrative personnel. Evaluate a sample of job descriptions (5-10 in each category, depending upon availability) using a format provided by the instructor and write a summary report with recommendations for the superintendent.

4. Learner-Centered Policy and Governance. A superintendent 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 and by working with the board of trustees to define mutual expectations, policies, and standards.
A superintendent understands, values, and is able to:

1. Define and apply the general characteristics of internal and external political systems to the educational organization.
2. Demonstrate and apply appropriate knowledge of legal issues affecting education.
3. Provide leadership in defining superintendent and board roles, mutual expectations, and effective superintendent-board working relationships.
4. Determine the political, economic, and social aspects and/or needs of groups in the community, and those of the community at large, for effective and responsive decision making.
5. Prepare and recommend district policies to improve student learning and district performance in compliance with state and federal requirements.
6. Utilize legal systems to protect the rights of students and staff and to improve learning opportunities.
7. Apply laws, policies, and procedures fairly, wisely, and considerately.
8. Access state and national political systems to provide input on critical educational issues.

Activities: (Complete all of the following)

1. Study the legal duties and responsibilities of the superintendent and board of trustees (Attachments C & D, noting the differences).
2. Observe/participate in the agenda planning session for a board meeting with an assigned superintendent with the goal of understanding what is included in the closed and open session agendas and why, as well as other logistical and content issues.
3. Attend three board meetings (open sessions) of three different districts, each one dealing with one of the three issues below. During the meetings, take note of and analyze the roles that board members, the superintendent, administrative staff, and community members assume during the meeting. What are the politics of the meeting?? Debrief each board meeting with the superintendent (in person or via telephone) within a week after the meeting. Compare and contrast what you saw at the meetings. Write a 2-page report of your findings and reflections.
   *Budget approval    *Planning    *Employment/contract renewal

5. Learner-Centered Communications and Community Relations. A superintendent 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 superintendent understands, values, and is able to:

1. Develop and implement an effective and comprehensive district internal and external communications plan and public relations program.
2. Analyze community and district structures and identify major opinion leaders and their relationships to district goals and programs.
3. Establish partnerships with parents, area businesses, institutions of higher education, and community groups to strengthen programs and support district goals.
4. Implement effective strategies to systematically communicate with and gather input from all stakeholders in the district.
5. Communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community.
(6) Develop and utilize formal and informal techniques to obtain accurate perceptions of the district staff, parents, and community.
(7) Use effective consensus building and conflict management skills.
(8) Articulate the district's vision and priorities to the community and to the media.
(9) Influence the media by utilizing proactive communication strategies that serve to enhance and promote the district's vision.
(10) Communicate an articulate position on educational issues.
(11) Demonstrate effective and forceful writing, speaking, and active listening skills.

Activities: (Complete all of the following)
1. Write and deliver to a community group (i.e., Lions Club, Rotary, PTA, Chamber of Commerce) a 20-minute factual or persuasive presentation about a current issue in a school district. (For credibility, you will probably want to select your own district for this assignment, if possible.) The presentation can be oral only or oral supplemented with audio-visual (PowerPoint, video/film, etc.). Notify the instructor of the date, time, and place so she can attend.
2. Attend a district-wide or superintendent advisory/improvement committee meeting. (This group may be called a variety of names, so discuss the assignment with the superintendent to identify the correct group. Write a two page paper that describes the name and purpose of the group, the member composition (no names, just positions), the frequency of meetings, how the agenda is developed, and what was accomplished at the meeting you attended. Did the committee discussion/action stay within the parameters of the committee’s charge? What other venues or processes does the superintendent use to seek advice for making major decisions?
3. Investigate board policies, regulations, and practices to determine how a chosen school district handles public relations, communication with the media, and the release of public information as per the Texas Public Information Act (TPIA). How does the district market itself (website, newsletters, etc.)? Summarize and make recommendations, if appropriate.

6. Learner-Centered Organizational Leadership and Management. A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

A superintendent understands, values, and is able to:
(1) Implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for goal attainment.
(2) Implement processes for gathering, analyzing, and using data for informed decision-making.
(3) Frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
(4) Develop, implement, and evaluate change processes for organizational effectiveness.
(5) Implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment throughout the district.
(6) Apply legal concepts, regulations, and codes for school district operations.
(7) Perform effective budget planning, management, account auditing, and monitoring and establish district procedures for accurate and effective fiscal reporting.
(8) Acquire, allocate, and manage resources according to district vision and priorities.
(9) Manage one's own time and the time of others to maximize attainment of district goals.
(10) Use technology to enhance school district operations.

Activities: (Complete one of the following three assignments)

1. Review policies, regulations, and other documents (as available), as well as interview personnel to determine what process the district (that you choose to study) uses to develop and manage the annual district budget (state and federal funds). Summarize your findings, including the “who, when, why, and how” of budget development, including, but not limited to the budget amount(s), persons strategically involved in the budgeting process, the calendar that is followed, how the budget is presented to the community and BOT. What is the district’s tax rate(s) –In Texas these are called Maintenance and Operation (M&O) and Debt Service (sometimes called Interest and Sinking (I&S) fund), and what is the district’s fund balance? What are the leading variables considered in whether or not to raise the property tax rate?

2. Investigate the technology system(s) that is/are used for student, personnel, and financial data management in the district. When and why did district decide what system(s) to use. What are the advantages and disadvantages of the system? What kind of reports can be generated from the system and what is the process for requesting reports? Who manages the system(s)? How do/es the system(s) interface with PEIMS?

3. Investigate whether or not the district has a long range facility plan for maintenance of existing facilities and construction of new facilities. If the district has a written plan, evaluate it using the format provided by the instructor, write a summary of the findings and include recommendations, as appropriate. If a written plan does not exist, evaluate existing facilities using a format provided by the instructor, summarize findings and provide recommendations to the superintendent, as appropriate.

(Complete the following assignment)

4. Evaluate the district’s table of organization (TO) using the Principles of Sound Organizational Management (provided by the instructor). Write a summary and provide recommendations to the superintendent, as appropriate.

7. Learner-Centered Curriculum Planning and Development. A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources and assessment; and the use of various forms of assessment to measure student performance.

A superintendent understands, values, and is able to:
(1) Apply understanding of pedagogy, cognitive development, and child and adolescent growth and development to facilitate effective district curricular decisions.
(2) Implement curriculum planning methods to anticipate and respond to occupational and economic trends and to achieve optimal student learning.
(3) Implement core curriculum design and delivery systems to ensure instructional continuity and instructional integrity across the district.
(4) Develop and implement collaborative processes for the systematic assessment and renewal of
the curriculum to ensure appropriate scope, sequence, content, and alignment.
(5) Evaluate and provide direction for improving district curriculum in ways that are based upon
sound, research-based practices.
(6) Facilitate the use of technology, telecommunications, and information systems to enrich the
school district curriculum and enhance learning for all students.
(7) Facilitate the use of creative, critical thinking, and problem solving tools by staff and other
school district stakeholders.
(8) Facilitate the effective coordination of district and campus curricular and extracurricular
programs.

Activities:  **(Complete all of the following assignments)**

1. Assess the scope of the district’s written curriculum using a table provided by the
   instructor. Conduct a quality analysis of a random sample of all written curriculum
documents including those in electronic format using an evaluation form provided by the
instructor.

2. Investigate the process that is used to develop and revise curriculum documents. Does
   the district have a written plan for curriculum management? What measures are used to
   ensure that the written, taught, and tested curriculum are aligned? Who writes and/or
develops curriculum and on what timeline. Does the Board approve curriculum and/or
approve all instructional resources?

3. How do district personnel monitor delivery of the written curriculum? Does district
   policy state instructional expectations (i.e., individualized instruction, critical thinking
   skills, cooperative learning)? Observe in a few classrooms to determine teaching
   strategies typically used. Do they comply with policy?

4. Investigate the student assessment process that is used in the district to ensure data is
   available to provide feedback for instructional improvement as well as monitoring
   student progress. Include formative as well as summative assessment. How does the
   student grading period “report card” align with the assessment system?

5. Summarize your findings from the four activities above in a single paper of from 8-10
   pages (with four distinct sections) and make recommendations for improvement in the
   aligned written, taught, and tested curriculum, if appropriate.

8. **Learner-Centered Instructional Leadership and Management.** A superintendent is an
   educational leader who promotes the success of all students by advocating, nurturing
   and sustaining a district culture and instructional program conducive to student
   learning and staff professional growth.

   A superintendent understands, values, and is able to:
   (1) Apply knowledge and understanding of motivational theories to create conditions that
       empower staff, students, families, and the community to strive to achieve the district's vision.
   (2) 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.
   (3) Facilitate the development of a learning organization that supports instructional
       improvement, builds and implements an appropriate curriculum, and incorporates best practice.
(4) Facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to district/school improvement initiatives.
(5) Plan and manage student activity programs to fulfill developmental, social, cultural, athletic, leadership and scholastic needs.
(6) Institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results.
(7) Apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services.
(8) Analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning.
(9) Develop, implement, and evaluate change processes to improve student and adult learning, and the climate for learning.
(10) Create an environment in which all students can learn.

Activities: **(Complete one of the following assignments)**

1. Review the Student Code of Conduct (discipline plan) for the district and any policies and regulations that relate to student discipline. Interview personnel to determine how the plan is developed (who has input and what timeline is used). Observe implementation of the plan and interview campus personnel to determine if the plan is being implemented as written. Write a summary of your findings and provide recommendations, if appropriate.

2. Investigate whether or not the district has a “safety plan.” Who developed it? When? Why? Determine if it is comprehensive enough to cover emergencies/disasters that might occur in the district. If a plan exists, analyze it, summarize your findings and provide recommendations, if appropriate.

3. Research how new instructional and management programs are selected in the district and how they are evaluated to determine whether or not they should be continued, modified, or “selectively abandoned.” Who is responsible for the evaluation? Are reports made to the Board? Write a summary of your findings and provide recommendations, if appropriate.

4. Determine the “special” programs that are offered in the district to meet the individual needs of students (slow-learners, students with disabilities, 504, gifted and talented, limited English proficient, etc.). What is the student identification process for each program? What percentage of the student enrollment is eligible for each program? What kind(s) of instructional arrangements are available for each program. Evaluate the quality of programs based on your expertise and write a summary report on your findings, providing recommendations as appropriate.
ATTACHMENT B

Suggested Outline for Professional Résumé

List most recent entries first; then list others in a descending chronological order.

I. Education (university degrees and high school graduation (optional)

II. Full-Time Professional Work Experience (include all full time work experience, even if it includes non-education work. Under your current or most recent job, list outstanding accomplishments)

III. Part-time Related Work Experience (list activities such as adjunct teaching or other part time work that is relevant to the job you’re applying for)

IV. Certificates and Licensures (list your TX (or other state) teaching and other professional certificates/licensures)

V. Major Professional Development and Training (list any major professional training you’ve had that won’t be referenced anywhere else in the resume (i.e., Curriculum Management Audit training, Covey Leadership Training, PDAS/ILD training)

VI. Professional Organizations (indicate leadership/board positions)

VII. Honors and Awards (list professional and personal awards--can go back to senior year in college, if appropriate.)

VIII. Community Involvement (include activities such as serving on United Way drive, chairing a committee in Rotary, serving on a Lions Club committee, etc.)

IX. Professional Involvement (include activities such as serving on the district strategic planning committee, serving on Region ESC Outstanding Teacher of the Year selection committee, serving on TAMU-T administrator candidate portfolio review committee)

X. Research, Major Presentations, Grants, Publications (self-explanatory)

XI. References (list between 4-6 professional references with contact information; indicate each person’s relationship to you; always include current or immediate past supervisor; you may include a statement asking that all or some references not be contacted until you have been designated as a finalist and/or notified; other option is to include the statement: “References provided upon request” but doing so often slows down the process in the final stages)
ATTACHMENT C

Qualifications and Duties of the Superintendent of Schools

QUALIFICATIONS

The qualifications for Superintendent must permit a candidate for certification to substitute management training or experience for educational experience. Texas Education Code 21.046

DUTIES

The Superintendent shall be the educational leader and chief executive officer of the District. Texas Education Code 11.201(a)

The duties of the Superintendent include:

1. Assuming administrative responsibility and leadership for the planning, operation, supervision, and evaluation of the education programs, services, and facilities of the District and for the annual performance appraisal of the District's staff.
2. Assuming administrative authority and responsibility for the assignment and evaluation of all personnel of the District other than the Superintendent and making recommendations regarding the selection of such personnel, as provided by Education Code 11.163.3.
3. Initiating the termination or suspension of an employee or the nonrenewal of an employee's term contract.
4. Managing the day-to-day operations of the District as its administrative manager.
5. Preparing and submitting to the Board a proposed budget.
6. Preparing recommendations for policies to be adopted by the Board and overseeing the implementation of adopted policies.
7. Developing or causing to be developed appropriate administrative regulations to implement policies established by the Board.
8. Providing leadership for the attainment of student performance in the District based on the state's academic excellence indicators and other indicators as may be adopted by the State Board of Education or the Board.
9. Organizing the District's central administration.
10. Performing any other duties assigned by action of the Board. Education Code 11.201(d)
11. Regularly consulting the District-level committee in the planning, operation, supervision, and evaluation of the District educational program. Education Code 11.252(f)
12. Reporting the District's maximum attendance to the commissioner no later than April 25 of each year, for the purpose of textbook requisitions. Education Code 31.103(a) (b)
13. Upon receipt of notice from a law enforcement agency, notifying all instructional and support personnel who have responsibility for supervising a student who has been arrested or taken into custody; notifying all instructional and support personnel who
have regular contact with a student who has been convicted of, or adjudicated for, a felony offense. Code of Criminal Procedure, Article 15.27(a)

14. Upon receipt of notice from a law enforcement authority regarding a registered sex offender, releasing all information contained in the notice to appropriate school personnel, including peace officers and security personnel, principals, counselors. Code of Criminal Procedure, Article 62.03(e), 62.04(f)

In addition to performing statutory duties listed above, the Superintendent shall:

SCHOOL/ORGANIZATIONAL CLIMATE

1. Be informed about all aspects of the instructional program and ensure that there is a continuous focus on improving student academic performance.
2. Work with the staff, Board, and community in curriculum planning.
3. Develop, evaluate and revise annually the District improvement plan, with the assistance of the District-level committee.
4. Promote goal-oriented performance and support for those involved in achieving District and campus performance objectives.
5. Conduct periodic evaluation of all programs and operations to determine improvements needed and to foster attainment of District and campus improvement plans.
6. Assist the Board in evaluating the effectiveness of school programs.
7. Demonstrate skill in anticipating, managing, and resolving conflict.

PERSONNEL MANAGEMENT

8. Recommend the number, types, and organization of positions, including central administration, needed to carry out District functions effectively.
9. Perform duties established by the Board regarding the recommendation, employment, suspension, and dismissal of employees.
10. Assign and reassign all personnel; exercise final placement authority for educators transferred because of enrollment shifts or program changes.
11. Direct and supervise the staff evaluation program and provide effective two-way communication with District personnel.
12. Serve as liaison between the Board and staff.
13. Develop and recommend pay systems; recommend pay increases or adjustments for personnel.
14. Support staff development and other professional development programs. [See DMA]
15. Promote a positive work environment that fosters high staff morale and excellence within the District.

ADMINISTRATION AND FISCAL/FACILITIES MANAGEMENT

16. Be informed of developments in state, federal, and local laws and public policy affecting education.
17. Accurately prepare and submit in a timely manner any and all reports required by the Board, TEA, other federal and state agencies, and any records subpoenaed by a court of law.
18. Direct and supervise all financial accounting and ensure that funds are expended legally, in accordance with the approved budget, and controlled effectively.
19. Ensure District compliance with all applicable state and federal requirements.
20. Ensure that the school plant and facilities are properly maintained and that adequate provision is made for the safety of students, employees, and other users of school facilities.
21. Monitor District property, casualty, and workers' compensation loss experience to ensure that appropriate risk management and loss control strategies are employed.

STUDENT SERVICES MANAGEMENT

22. Ensure a favorable educational environment through the implementation of an equitable and efficient system of student behavioral management.
23. Work with staff, Board, and community in planning and implementing support services for students.

SCHOOL-COMMUNITY RELATIONS

24. Develop and implement effective communication between the schools and community; promote community support and involvement with the schools.
25. Represent the District in activities involving other school systems, institutions, agencies, and professional and community groups.
26. Interpret Board policies to the staff, parents, and community.

PROFESSIONAL GROWTH AND DEVELOPMENT

27. Formulate, with the Board, an annual Superintendent's professional development plan and assist the Board in designing a process for evaluating the Superintendent's performance.
28. Pursue professional development through reading, attending conferences, and being involved with related agencies.

BOARD- SUPERINTENDENT RELATIONS

29. Assist the Board in identifying individual and team training needs, and in arranging training opportunities.
30. Prepare Board agendas and meeting materials in cooperation with the Board President.
31. Attend and participate in all meetings of the Board except closed meetings when the Board desires to discuss such matters as the Superintendent's contract or evaluation privately.
32. Keep the Board continuously informed on issues, needs, and operations of the District.
33. Exercise discretion and good judgment in matters not covered by Board policy.
34. Serve as custodian of all minutes and records of the Board.
35. Communicate with the District's attorney on matters in litigation or potential litigation except as otherwise directed by the Board.
ATTACHMENT D

Leadership Report

Standard:

Description of the Leadership Activity

Brief Outcome of the Activity (attach a copy if a product was produced)

Time Span of Activity:            Approximate Time Involved:

Location of Activity: Mentor’s Campus Other (indicate)

Intern’s Reflections:
ATTACHMENT E

Leadership Shadowing Report

Name of Shadowed Leader: ________________________________

Position: ________________________________

Category (Circle): Superintendent, Private/Business CEO, Local/State Government, TEA/ESC, Non-Profit ExDr., Pastor/Charitable, Other __________

Date Shadowed: ____________________ Location ____________________

1. Briefly describe the general activities in which the leader was engaged during the shadowing (or attach journal) and link each major activity to one or more of the eight SBEC standards.

2. What was your single most significant observation of the shadowing experience?

3. Had you been in the leader’s role, would you have done anything differently (decisions, actions, etc.)? If so, what would you have done and why?

4. What were your final/lasting impressions/conclusions of this experience? (Summarize what you learned from this activity as related to your future role as a superintendent.)
(a) Statement of Purpose. The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other applicable state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements.
about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.

(C) Standard 3.3. The educator shall not deliberately or knowingly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, disability, national origin, religion, or family status.

(E) Standard 3.5. The educator shall not engage in physical mistreatment of a student.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530
<table>
<thead>
<tr>
<th>ATTACHMENT G</th>
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<tbody>
<tr>
<td>BOARD LEGAL STATUS:</td>
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<tr>
<td>POWERS AND DUTIES</td>
</tr>
<tr>
<td>BAA (LEGAL)</td>
</tr>
</tbody>
</table>

All powers and duties not specifically delegated by statute to TEA or the State Board are reserved for the Board. *Education Code 11.151(b)*

The Board has the legal power to:

<table>
<thead>
<tr>
<th>GOVERNANCE</th>
<th>1. Govern and oversee the management of the public schools of the District. <em>Education Code 11.151(b)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>PLANNING AND DECISION-MAKING PROCESS</td>
<td>3. Adopt a policy to establish a District- and campus-level planning and decision-making process. <em>Education Code 11.251(b)</em> [See BQ series]</td>
</tr>
<tr>
<td>TAX COLLECTION</td>
<td>4. Levy and collect taxes and issue bonds. <em>Education Code 45.001</em> [See CCA, CCG]</td>
</tr>
<tr>
<td>TAX OFFICIALS</td>
<td>5. Employ and compensate a tax assessor or collector, as the Board considers appropriate. <em>Education Code 45.231(a); Tax Code 6.22</em> [See BDAF]</td>
</tr>
<tr>
<td>ANNUAL BUDGET</td>
<td>6. Adopt and file a budget for the next succeeding fiscal year. <em>Education Code 44.004, 44.005</em> [See CE]</td>
</tr>
<tr>
<td>ANNUAL AUDIT</td>
<td>7. Have District fiscal accounts audited at District expense by a certified or public accountant holding a permit from the Texas State Board of Public Accountancy following the close of each fiscal year. <em>Education Code 44.008(a)</em> [See CFC]</td>
</tr>
<tr>
<td>INTERNAL AUDITOR</td>
<td>8. Select the internal auditor if the District employs an internal auditor. The internal auditor shall report directly to the Board. <em>Education Code 11.170</em></td>
</tr>
</tbody>
</table>
9. Appraise the Superintendent annually using either the Commissioner's recommended appraisal process or a process and criteria developed by the District. *Education Code 21.354(c)* [See BJCD]

10. Publish an annual report describing the District's educational performance including campus performance objectives and the progress of each campus toward those objectives. *Education Code 39.053(a)* [See BQ series, BR]

11. Receive bequests and donations or other moneys or funds coming legally into its hands in the name of the District. *Education Code 11.151(a)* [See CDC]

12. Select a depository for District funds. *Education Code, Ch. 45, Subch. G* [See BDAE]

13. Canvass election results as required by law. *Election Code 67.003* [See BBB]

14. Acquire and hold real and personal property in the name of the District. *Education Code 11.151(a); Local Gov't Code 271.004* [See CHG]

15. Execute, perform, and make payments under contracts, which may include leases, leases with option(s) to purchase, or installment purchases, with any person for the use, acquisition, or purchases of any personal property, or the financing thereof. The contracts shall be on terms and conditions that are deemed appropriate by the Board in accordance with state law. *Local Gov't Code 271.005*

16. Exercise the right of eminent domain to acquire property. *Education Code 11.155*

17. Hold all rights and titles to the school property of the District, whether real or personal. *Education Code 11.151(c)* [See CI]

18. Authorize the sale of any property, other than minerals, held in trust for free school purposes. *Education Code 11.154(a)* [See CDB]

19. Sell minerals in land belonging to the District. *Education Code*
11.153(a) [See CDB]

REAL ESTATE BROKER
20. Employ, retain, contract with, or compensate a licensed real estate broker or salesperson for assistance in the acquisition or sale of real property. *Education Code 11.154(c)*

PERSONNEL

RESTRICTIONS ON WRITTEN REPORTS
22. Limit redundant requests for information and the number and length of written reports that a classroom teacher is required to prepare. *Education Code 11.164(a)* [See DLB]

PAPERWORK REVIEW
23. Review paperwork requirements imposed on classroom teachers and transfer to existing noninstructional staff a reporting task that can reasonably be accomplished by that staff. *Education Code 11.164(b)* [See also DLB]

ATTORNEY GENERAL
24. Request the assistance of the attorney general on any legal matter. The District must pay any costs associated with the assistance. *Education Code 11.151(e)*

LAWSUITS
25. Sue and be sued in the name of the District. *Education Code 11.151(a)*

DATE ISSUED: 06/07/2006
UPDATE 78
BAA(LEGAL)-P

This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]
EDAD 591

Superintendent Internship

Spring-Summer 2010

Submitted by:

John Jones

Mentor Superintendent

Dr. Susan Smith,
Superintendent, Exemplary ISD

Professor:

Dr. Buddy Hooper
Standard I

*Learner-Centered Values and Ethics of Leadership*