INTRODUCTION

The Superintendent Internship in Educational Administration at Sul Ross State University is a cooperative venture involving the student, the school district and the Education Department at Sul Ross State University. It provides an opportunity for the student to develop and implement a program of professional improvement under the joint supervision of an experienced, practicing school administrator and a university advisor. Because of the complexity of the job of administering today’s schools, the Education Administration faculty has established rigorous requirements for the internship. The internship handbook is established in an attempt to provide each of the parties to the internship a thorough understanding of the role and expectations of all of the other parties and thereby insure the best possible internship experience for the student.

The Internship Program ED 7311I/ED 7311II is divided into two 150 clock hour minimum sections. Section I is offered in the Fall Semester and section II is offered in the Spring Semester. The student must register for both sections at the appropriate time in order to receive six graduate credit hours. The entire six hours will be credited toward the Superintendent’s certificate.

I. SUPERINTENDENT INTERNSHIP PREREQUISITES

The internship is the culminating experience where the student can implement knowledge, skills and attitudes obtained in the program course work and develop a professional improvement program. It is required that the student:

1.1 obtain written permission of the program advisor or the department head to take the course.

1.2 obtain written permission by 9-15 from the school superintendent to complete the internship in the district.

II. SUPERINTENDENT INTERNSHIP APPLICATION PROCEDURES

When a student knows the internship prerequisites will be met, the student should make formal application to take the internship by completing the following procedures:

Date Completed

2.1 submit a letter of intent to the program advisor.

2.2 secure a letter from the school district’s chief executive officer addressed to the student’s internship advisor indicating consent for the internship and the identification of the administrator(s) who will supervise the intern during the internship activities.

2.3 attend a meeting held during the Fall and Spring registration preceding the actual beginning of each semester.
2.4 register for the internship course, ED 7311I/ED 7311II according to the procedures identified in Section III below.

III. BASIC REQUIREMENTS OF THE SUPERINTENDENT INTERNSHIP

In order for an internship request to be approved by the faculty it must:

3.1 provide the intern with experience in an area that requires administrator certification.

3.2 provide a contribution to the school district.

3.3 Quality is the prime concern. There are both time considerations (300 hours) and quantity considerations (25 competencies). The quality of involvement and reporting of the internship will remain the number one priority of the student and University Supervisor.

IV. ROLE OF THE STUDENT INTERN

It is the responsibility of the student to manage the preparatory program in such a way that, upon its completion, the student will have identified and secured the competencies necessary to assume a position as a school administrator. The efficiency with which the program is managed determines the level of satisfaction, confidence and competency the student takes to an initial position in the superintendency. Specifically the student’s responsibilities for the internship are to:

4.1 meet all the prerequisites identified in Section I of the Internship Handbook.

4.2 secure an internship that meets the basic requirements of the Department of Education.

4.3 attend all of the meetings of the class and the internship group until all students in the group have completed the internship.

4.4 participate in bi-monthly meetings of the internship group. The meeting should contain an in-service component and be planned and evaluated as one would plan and evaluate any professional meeting.

Each participant must send minutes of the meeting and a copy of the workshop evaluation to the internship advisor and the school supervisor.

4.5 attend and participate in all internship meetings called by the University advisor plus all internship group meetings.
4.6 develop an acceptable internship plan of not less than 25 competencies. The plan is considered acceptable when agreed to by the intern, the school supervisor and the university supervisor.

4.7 seek assistance from the university supervisor and school supervisor as needed.

4.8 while time on task is important for successful completion, quality of the task or involvement is of prime consideration.

4.9 maintain a daily log of activities during the course of the internship containing not less than 300 clock hours, a minimum of 150 hours each semester.

4.10 submit to the University supervisor, by the tenth working day of each month, reports of the previous month’s activities which have been reviewed and signed by the school supervisor.

4.11 develop and submit a professional resume.

4.12 join at least one professional organization for administrators.

4.13 fulfill successfully all the requirements of the internship plan.

4.14 submit an acceptable internship notebook by the end of each semester.

4.15 spend a minimum of one day each semester “shadowing” a practicing school administrator in a different district than that of the intern.

4.16 secure a letter from the school supervisor each semester indicating satisfactory completion of the internship.

4.17 Students are required to provide the instructor during ED7311, Superintendent Internship, with evidence that they have passed the Certify Teacher Program Practice Superintendent Examination with a score of 250 or higher. (Note: The Certify Teacher Examination is good practice for the TExES examination but is not an accurate representation of the intensity of the ETS #064 Superintendent TExES Examination.)

4.18 Students who do not provide evidence of passing the Certify Teacher Superintendent Examination during the course of ED7311 will receive an incomplete.

4.19 Incompletes will turn into a grade of “F” at the time specified by
Sul Ross State University policy.

4.20 Completion of all of the previous steps is necessary to complete the Superintendent Certification Program and be recommended to take the TExES #064 Superintendent Certification Examination.

V. THE ROLE OF THE LOCAL SCHOOL SUPERVISOR(S)

It is important that the local school supervisor understand that the competency areas identified by the student and school supervisor are the central focus of the professional development during the internship. It is hoped that the student’s local school supervisor(s) will refer to the competency areas when planning assignments, duties, and responsibilities of the student. It is also desirable that the local school supervisor(s) suggest other competencies or provide additional experiences when there is evidence that a student need exist.

Each local school supervisor(s) will bring a unique style, set of skills and approaches to supervising the student. Responsibilities of the local school supervisor(s) include:

5.1 provide direction to the student as follows:
   a. insist upon the very highest ethical standards, especially as relates to confidential information;
   b. encourage the student to read current research and professional journals;
   c. emphasize the value in continued graduate course work and independent study;
   d. suggest that the student visit other school districts for observations, conduct interviews with other administrators, attend board meetings and participate in professional conferences or workshops;
   e. stress the importance of thoughtful planning in carrying out short and long term supervisory or administrative assignments;

5.2 evaluate student’s planned proposal to insure that the proposed competencies contribute to the professional development of the student while, at the same time, fulfill a need in the district. When the student’s proposal is finalized to the satisfaction of all parties, sign it indicating approval as a plan between the school and the student;
5.3 review and sign the student’s monthly reports, review the daily log and make other periodic observations in order to evaluate the student’s progress and provide regular feedback as needed;

5.4 review the student’s progress in completing each element in the student’s plan and certify or witness the certification of its completion;

5.5 provide articulation between the school and the university and meet with the university supervisor when necessary concerning the student’s progress in the internship;

5.6 certify by letter to the university supervisor when the student has satisfactorily completed all of the requirements of the internship.

VI. ROLE OF THE UNIVERSITY SUPERVISOR

Each intern will be assigned to a seminar group. A faculty member (supervisor) will be assigned to supervise the seminar group. Specifically, the university supervisor has the following responsibilities:

6.1 review with each student the requirements and/or expectations for the internship experience;

6.2 meet with the local school supervisor and the student to review the role expectations of the students, the local school supervisor, and the university supervisor;

6.3 critique the proposals (after they have been critiqued by the group and the school supervisor) and, when the proposal is acceptable, sign it indicating its acceptance as a plan between the student and the faculty;

6.4 serve as a resource person to the student and the seminar group;

6.5 meet with the student and the local supervisor as requested by either party. Give advice and feedback to the student as the student develops a resume and other materials;

6.6 critique the student’s progress throughout the internship and, once the student has met all of the requirements of the plan, certify to the department and the registrar that the internship has been satisfactorily completed.
VII. ROLE OF THE SEMINAR GROUP

The Seminar Group is composed of a number of students who are selected by the university advisor to work together during the internship experience. Specifically, the responsibilities of the group are to:

7.1 attend two group meetings held each semester and hosted by a group member in a school district. Dates for meetings must be by mutual agreement among group members and the university supervisor. 100% group attendance is required (i.e. if someone is absent or misses a significant portion of the meeting, another meeting must be scheduled). In preparation for the meeting the host should discuss with the group some activities of interest and agree on objectives for an in-service workshop for the interns. The agenda for the meeting should include the following:

a. Group discussion regarding the progress of each intern toward the objectives.

b. A brief tour of the school building.

c. A visit with local school administrators.

d. An in-service workshop for the internship group.

7.2 review and critique each group member’s internship plan;

7.3 hear and present oral summaries of progress and give feedback that will be of assistance to group members:

7.4 see that minutes and workshop evaluations of each meeting are kept and mailed to all members and the university supervisor;

7.5 work with the university supervisor to develop a calendar for group meetings;

7.6 review and critique all final student reports.

VIII. CRITERIA FOR STUDENT INTERNSHIP PLAN

The internship plan is first developed as a proposal. The proposal is submitted in the form of a draft. When the first draft is accepted by all parties it becomes the Internship Plan. Each draft must include the following elements:

8.1 A cover page must be attached to all drafts. The cover page must include the following information:
a. Name of student
b. Group name
c. Name of internship/university advisor
d. Name and position of school supervisor
e. Name of program
f. Date of submission of the current draft

8.2 Signature sheet of the approved plan must include:

a. A statement certifying that the plan has been read and approved by:
---the student
---the internship group
---the district supervisor
---the university supervisor

b. Signature lines for:
---group members
---district supervisor
---university supervisor

8.3 Competencies as indicated from a needs assessment will be developed and written in the following format:

1.0 Competency
1.1; 1.2; etc. Objectives for the competency 1.1.1, 1.1.2; etc. Tasks to fulfill each objective and the a)criterion and b)process for evaluating success in completing the task.

2.0 Competency
2.21; etc.

8.4 Interns are expected to complete a minimum of 25 competencies and 300 clock hours (150 clock hours for ED 7311I and 150 clock hours for ED 7311II).
X. INTERNSHIP NOTEBOOK COMPLETION REQUIREMENTS

At the conclusion of the Superintendent Internship ED 7311I and II each student must submit a notebook to the University Supervisor. An acceptable notebook must include the following:

**Notebook Guidelines**

9.1 Sturdy three-ring binder;

9.2 Title page which includes: same as (a-f) under 8.1;

9.3 “Sign-Off Sheet” containing the signatures of the local school supervisor and the University supervisor certifying that the internship has been completed and the final report (notebook) is acceptable;

9.4 Table of contents;

9.5 Copy of the approved plan;

9.6 Supportive data/materials and certification of completion for each task in the internship. Note: a great deal of emphasis is placed upon the organization of the handbook for ease of reference. For example, the materials/data mentioned above should be organized so that the task, the certification that the task has been completed and the appropriate supportive data are all located together in a group. The individual competencies and behaviors which include the tasks and supportive data/materials should be tabbed in the notebook for easy reference;

9.7 Samples of pages from the daily log;

9.8 Copy of the monthly reports;

9.9 Copy of the meetings agenda;

9.10 Copy of the minutes and workshop evaluations from each meeting;

9.11 Appendix (if needed) for additional supportive data;

9.12 Copy of all correspondence from superintendent/supervisor regarding internship; approving internship, certifying completion of internship, etc; and,
9.13 A label on the spine of the notebook, including:
   a. name
   b. date of internship
   c. book number and number of books, i.e., 1 of 2, 2 of 2, etc.

Please note: You should keep a duplicate copy of the notebook for yourself for future reference and/or job application. Students may pick up the notebook within one month after grading by the University supervisor, otherwise the notebook will be discarded.

**Approval/Acceptance Procedure**

When the student believes all the requirements of the internship have been completed and the notebook meets the guidelines spelled out above, the notebook must be submitted for review and modification or approval by the following people in the order listed:

1. Seminar Group (Review only)
2. School supervisor
3. University supervisor

Due date to submit the notebook to the University Supervisor:

- Fall Semester: **December 1**
- Spring Semester: **May 1**
Superintendent Internship Competencies
ED 7311 I and ED 7311 II

To obtain the superintendent certification, requirements dictate that the intern receive district level experience on a broad basis. The superintendent internship plan shall be developed from the following competencies (PM, CL, IL, MS, OS, PPS, and SCR).

Interns are expected to complete not less than 25 competencies. Others are encouraged as may be appropriate. Required competencies are marked with an asterisk (*). When the competency is completed, the student will indicate in writing the connection of the competency to one or more of the Domains and Competencies for the Standards for the Superintendent Certificate as established by the State Board for Educator Certification.

1.0 PLANT MANAGEMENT

PM1.1 Describe the process by which maintenance work assignments and schedules are made in the school district and document your involvement in the process.

PM1.2 Describe the process by which custodial work assignments and schedules are made in the school district and document your involvement in the process.

PM1.3 Describe the procedures for the care and use of maintenance and custodial equipment in the school district and the superintendent’s involvement in them.

PM1.4 Describe the procedures for the acquisition of maintenance and custodial supplies and materials in the school district and your involvement in it.

PM1.5 Describe the procedure for the storage of maintenance and custodial supplies and materials in the school district. Give the reasons for such a procedure.

PM1.6 Prepare a district level maintenance work order: document the date of each step in the process to the completion of the task and describe your involvement in it.

PM1.7 Interview the person in charge of district maintenance in order to:
   a. list the major responsibilities as each is reported;
   b. identify the major maintenance problems; and,
   c. describe how you would improve the process.

PM1.8 Other (please describe objective).

2.0 CURRICULUM LEADERSHIP

CL2.1 Describe the status in the district of efforts to develop curriculum guides or scope and sequence charts for grades K-12. Describe how you would improve the process.
CL2.2* Describe the process by which curricula for special programs (Special Education, Vocational Education, Gifted and Talented Education, Bilingual Education, etc.) Are developed in the district, paying particular attention to state and federal program requirements. What are the strengths and weaknesses of the process?

CL2.3 Describe the curriculum evaluation process in the district and list short and long range plans for curriculum improvement.

CL2.4 Interview the superintendent or district level curriculum director for accomplishing curriculum articulation between various schools in the district; describe the mechanism.

CL2.5 Other (please describe).

3.0 INSTRUCTIONAL LEADERSHIP

IL3.1 Participate in the report of at least three clinical supervision episodes which include a pre-observation conference, an observation, and a post-observation conference; include in the report the supervisory orientation used and the significance of the teacher’s developmental levels.

IL3.2 Plan and conduct all or a portion of a district level staff meeting and analyze your use of group dynamics techniques which either helped or hindered the accomplishment of your objective.

IL3.3 Determine at least one staff development need for the teachers in the district and plan an in-service program to meet this need. Give an evaluation of the program.

IL3.4 Work with a supervisor/principal to develop alternatives for managing student discipline as part of the district’s classroom management system and document your involvement in the process.

IL3.5 Submit a proposal for initiating or expanding a professional library for your school system.

IL3.6* Describe the following steps in the handling of textbooks for the school system and document your involvement in one or more of the steps:
   a. textbook adoption schedules and deadlines
   b. methods of textbook inventory
   c. process of textbook distribution
   d. procedures for fulfilling textbook accountability requirements.

IL3.7* Participate in at least one district level Admission, Review, and Dismissal Committee meeting which has been referred to the district level and describe the administrator’s role in the process.
IL3.8  Participate on the district level planning committee and describe the superintendent’s role in the planning committee.

IL3.9  Other (please describe the objective).

4.0 MANAGEMENT SKILLS

MS4.1  Describe the process for developing the master course schedule in the district and document your involvement in the process.

MS4.2* Describe the process by which teachers are interviewed, selected, and assigned in the school district and document your involvement in the process.

MS4.3  Describe the due process procedures in the school system. Document your participation in at least three due process hearings in your district.

MS4.4* Describe the process for developing the school district budget and document each step in which you were involved.

MS4.5  Select two special federal or state funded programs in the district and describe how implementation of those programs affects the superintendent’s job.

MS4.6  Participate in at least two discipline referrals to the district level and describe the action taken from referral to culmination.

MS4.7  Participate in at least one parent conference related to a discipline infraction which has been referred to the superintendent and relate the results of the conference.

MS4.8  Participate in at least one discipline referral to the superintendent from a school bus problem and describe the action taken from referral to completion of the case.

MS4.9  List the federally required forms used in the school system and describe the mechanism by which data is collected for the completion of these forms.

MS4.10 Process the receipt of new equipment and supplies in the district and show how they are added to the inventory and how equipment is deleted.

MS4.11  Other (please describe objective).

5.0 ORGANIZATION AND STRUCTURE

OS5.1* Attend at least three board meetings and record any actions which affect the personnel management responsibility.

OS5.2  Select from the board policy book three policies which significantly affect the superintendent’s job and briefly describe these policies and their effect.
OS5.3 Describe the steps in the line-staff organization in the district through which a student’s complaint concerning a grade received would pass on its way to a board decision.

OS5.4 Analyze the relationships between the school superintendent’s job description and the central office personnel job descriptions, to include the assistant superintendent, personnel director, business manager, supervisors, coordinators to the extent that these positions exist.

OS5.5 Analyze and describe the superintendent’s role in establishing and implementing the site-based management program in the school district.

OS5.6 Other (please describe objective).

### 6.0 PUPIL PERSONNEL SERVICES

PPS6.1 Describe the central office’s responsibility for student enrollment procedure in the district and document your involvement in it.

PPS6.2 Interview the person in the district responsible for attendance accounting and summarize the attendance accounting process described.

PPS6.3* Examine five student permanent records; describe the extent to which the contents satisfy the Family Rights and Privacy Act and describe the procedure for handling requests for records from the school board policy and procedures handbook.

PPS6.4 Describe the program which the district has to ease the transition of students from one campus to another as they are promoted. What improvement would you recommend?

PPS6.5 Submit a plan for a district level guidance program developed by working with the counselor(s) employed by the district. Describe your evaluation process.

PPS6.6 Describe the process used in the district for handling habitual student absentees and truants, including in the description the relationship of that process to the family code and the juvenile court, and document your involvement in the process.

PPS6.7* Describe the process for completing the Superintendent’s Annual Report (PEIMS Data), and document your involvement in the process.

PPS6.8 Describe the process of planning and implementing student activities and document your participation in the supervision of the planning aspect.

PPS6.9 Describe the superintendent’s role in securing special services (e.g., transportation, cafeteria, health, etc.) in the district.

PPS6.10 Describe the accounting process used in the district for activity or revolving funds
to include receipt of funds, writing of checks, and keeping records of expenditures.

PPS6.11 Other (please describe objective).

**7.0 SCHOOL-COMMUNITY RELATIONS**

SCR7.1 Describe ways by which the internal communication system of the district can be improved.

SCR7.2 Describe ways by which the external communication system of the district can be improved.

SCR7.3 Submit a proposal for a way of improving communication between the school system and the school patrons.

SCR7.4 Describe the superintendent’s role in developing good public relations with both the external and internal public.

SCR7.5 Other (please describe objective).
SUL ROSS STATE UNIVERSITY
INTERNSHIP CHECKLIST

__________________________  
NAME

*ATTENDANCE AT MEETINGS  
____(6 POINTS)
*DEVELOP AN INTERNSHIP PLAN WITH AT LEAST 25 COMPETENCIES  
____ACCEPTED BY SCHOOL SUPERVISOR (SIGNATURE REQUIRED) (10 POINTS)  
____ACCEPTED BY UNIVERSITY SUPERVISOR (SIGNATURE REQUIRED) (10 POINTS)
*MAINTAIN A DAILY LOG WITH A MINIMUM 150 CLOCK HOURS DOCUMENTED  
____(4 POINTS)
*MONTHLY REPORTS (DUE BY THE 10th WORKING DAY) FOR SEPTEMBER-APRIL (3 POINTS EACH)  
___SEPTEMBER  
___OCTOBER  
___NOVEMBER  
___DECEMBER  
___JANUARY  
___FEBRUARY  
___MARCH  
___APRIL
*DEVELOP A PROFESSIONAL RESUME  
____(6 POINTS)
*DEVELOP A CRITIQUE OF THE SHADOWING OF A SUPERINTENDENT FOR EACH SEMESTER ____ (3 POINTS)
*JOIN A PROFESSIONAL ORGANIZATION  
____(4 POINTS)
*FINAL LETTER FROM SCHOOL SUPERVISOR  
____(10 POINTS)
*FINAL NOTEBOOK  
____TITLE PAGE (2 POINTS)  
____SIGN-OFF SHEET (4 POINTS)  
____TABLE OF CONTENTS (2 POINTS)  
____COPY OF PLAN (2 POINTS)  
____SUPPORTIVE DATA (2 POINTS)  
____MINUTES OF MEETINGS (2 POINTS)  
____MEETING EVALUATIONS (2 POINTS)
*QUALITY  
____(10 POINTS)

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Standards for the Superintendent Certification

In this course the **Domains** and **Competencies** for the Superintendent will be addressed:

**Domain I Leadership in the Educational Community**

*Competency 001*

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

*Competency 002*

The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

*Competency 003*

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

*Competency 004*

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

**Domain II Instructional Leadership**

*Competency 005*

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

*Competency 006*

The superintendent knows how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.
Competency 007

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

Domain III Administrative Leadership

Competency 008

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

Competency 009

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

Competency 010

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