

INTERNSHIP HANDBOOK



EDAD 7308 – The Superintendent Internship Fall 2023

INTRODUCTION

Many educator preparation programs are criticized for being excessively steeped in theory while lacking in practical application. If aspiring educational leaders are to be prepared to confront the challenges of guiding tomorrow's schools, it is imperative that university-based preparation programs deliver learning opportunities that integrate classroom theory with real-world applications. The purpose of this internship course is to bridge the theory – practice divide. By introducing the prospective leader to an active experience with a successful practicing mentor, it is expected the student will learn by doing, including making some normal mistakes and learning how to recover from those mistakes.

CONCEPT OF THE INTERNSHIP

EDAD 7308 is designed to afford the intern an opportunity for a sustained placement involving clinical activities in a school setting. Students are enrolled in the internship in the last year of their doctorate course work. The intern earns **three (3) hours of graduate credit** with a **minimum of 160 clock hours** of contact in a field-based setting under the supervision of an approved on-site mentor. The person serving as the on-site supervisor must have a valid **Texas Superintendent Certification and three years of district-level leadership experience**. **While considered a one-semester course, it is normal for the internship to extend beyond a single semester**. Once the internship is completed, the intern, the on-site supervisor, and the university (field) supervisor evaluate the results based on an assessment of the activities and the overall internship experience.

RESPONSIBILITY OF THE ON-SITE SUPERVISOR

The internship site and on-site supervisor must contribute to a substantive doctoral field-based internship experience that provides opportunities for advancing leadership development. The intern must be given primary access to significant responsibilities and a direct working relationship with the on-site supervisor. Contact should be direct and formal, active rather than passive. In order to support the intern, the on-site supervisor is asked to do the following:

1. Meet with the intern to discuss and approve the Superintendent Internship Project Plan (appendix C).
2. Sign and return the Site Supervisor Qualifications and Training form to the UMHB certification office (the form will be sent to the site supervisor from the UMHB certification office via email).
3. Meet regularly with the intern to discuss progress and offer feedback.
4. Provide coaching for strengths and areas needing improvement.
5. Verify the four internship log submissions via signature (appendix D).
6. In consultation with the university supervisor, offer a certification recommendation toward the end of the internship.

RESPONSIBILITY OF THE UNIVERSITY (FIELD) SUPERVISOR

The relationship of the intern, the on-site supervisor, and the university supervisor must be characterized by complete cooperation and open communication. Although the quality of the internship depends principally upon the cooperation between the intern and the on-site supervisor, the university supervisor has had a part in the intern's course of study and now shares responsibility for ensuring the kinds of experiences necessary for the intern to "learn by doing." To accomplish this aim, the university supervisor will do the following:

1. Approve the Candidate Request for Assignment of Site Supervisor (appendix B).
2. Approve the Superintendent Internship Project Plan (appendix C).
3. Meet with the intern to discuss the internship project and establish communication protocol.
4. Conduct at least three internship observations that total at least 135 minutes. Each observation must include a pre-observation and post-observation conference between the intern and university supervisor (appendix E). All three observations may be on-site or via pre-recorded video or other technology-based method at the discretion of the university supervisor.
5. Evaluate the required documents listed in the ELECTRONIC DOCUMENTS SUBMITTED TO MYCOURSES section.
6. Ensure that the internship experiences and requirements comport with standards set forth by the Texas Education Agency.
7. Assign the final internship grade consistent with the course syllabus and with input from both the intern and the on-site supervisor.

RESPONSIBILITIES OF THE INTERN

BEFORE THE INTERNSHIP

The intern is responsible for securing a qualified on-site supervisor. **The Candidate Request for Assignment of Site Supervisor (Appendix B) must be approved before the Superintendent Internship Project Plan (Appendix C) is approved. The intern must receive university supervisor approval prior to initiating any internship activities.** Both aforementioned appendices must be approved by the university supervisor within three weeks of beginning the internship assignment. The internship project plan must be signed by the on-site supervisor indicating approval of the planned internship activities and agreement to serve in the capacity of the intern's mentor for the duration of the internship. It is recognized that revisions and adjustments to the internship plan may be necessary due to changing circumstances. Revisions to the internship plan must be approved by both the university supervisor and the on-site supervisor.

DURING THE INTERNSHIP

The intern and on-site supervisor should meet, if possible, immediately after significant internship activities for the purposes of analyzing these experiences and making plans for future internship experiences. The intern must submit the Cumulative Internship Hours Log (appendix D) to MyCourses after the completion of each of the four 40-hour blocks of internship hours. The intern must secure the signature of the on-site supervisor on appendix D for each submission. The intern must schedule at least three observations that total a minimum of 135 minutes during the course of the internship. At least one observation must occur within the first third of the internship (the first 53 hours); at least one observation must occur within the second third of the internship (between 53 and 106 hours); and at least one observation must occur within the final third of the internship (after 106 hours). Each observation may be in a face-to-face setting or through use of pre-recorded video or other technology based-method, subject to university supervisor approval. In conjunction with each observation, the intern must arrange for a pre-observation and post-observation conference. Following the post-observation conference, the university supervisor and intern will complete the Internship Observation Form (appendix E), which will then be forwarded to the on-site supervisor.

As required by TEC Sec. 21.044, the intern must provide evidence of training in dyslexia, student mental health, substance abuse, and youth suicide. Training resources are provided in the “State Required Training” folder in MyCourses. In addition, the intern must provide a PDF copy of TAC Sec. 247.2, signed by the intern, to document understanding of the Texas Educators’ Code of Ethics.

FOLLOWING THE INTERNSHIP

At the conclusion of the internship, the intern and on-site supervisor should meet to analyze the entire internship experience. The on-site supervisor should candidly provide the intern with an evaluation of his/her strengths and weaknesses and furnish the intern with direction for career growth.

ELECTRONIC DOCUMENTS SUBMITTED TO MYCOURSES

During the course of the internship, the intern is required to submit the following documents electronically to the EDAD 7308 MyCourses site:

- Appendix A Documentation of Field Supervisor Initial Contact
- Appendix B Candidate Request for Assignment of Site Supervisor
- Appendix C Superintendent Internship Project Plan
- Appendix D Cumulative Internship Hours Log (4 Submissions)
- Appendix E First Observation Form
- Appendix E Second Observation Form
- Appendix E Third Observation Form
- Evidence of Required Training in dyslexia, mental health, substance abuse, and youth suicide.
- Signed PDF copy of TAC Sec. 247.2 (Educators’ Code of Ethics)

INTERNSHIP EXPERIENCES

The internship provides the scholar-practitioner with a small sampling of the challenges and obstacles facing today's school leader. It is a capstone experience designed to maximize the intern's opportunities to practice and refine the most significant leadership skills required for success in the superintendency. Five core concepts are critical to the implementation of a worthwhile superintendent internship:

1. **Substantial** – The intern is expected to demonstrate the following: (a) the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by district leaders; (b) the ability to work on important projects and use concepts that will prepare them for upper level district leadership and (c) the ability to work with and be involved with district staff, the school board, students, and both school and community leaders. The internship requires a minimum of **160 clock hours** of documented leadership activities.
2. **Sustained** – The intern is expected to plan and implement projects that have the potential for meaningful and lasting school improvement.
3. **Standards Based** – The intern is expected to address all of the superintendency competencies listed below. The 10 superintendent competencies are arranged within 3 competency domains (see appendix E for detailed descriptors for each competency) and are aligned with the Texas standards for the superintendent certification as delineated in the Texas Administrative Code Title 19 (Part 7 Chapter 242 Section 242.15):

Domain I – Leadership of the Educational Community

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

- 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 student performance.

- 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.
- 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

- 008: The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.
- 009: The superintendent knows how to apply principles of leadership and management to the district’s physical plan and support systems to ensure a safe and effective learning environment.
- 010: The superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

4. **Real Settings** – The intern is expected to perform the internship in a P-12 public school setting. This affords the intern the opportunity to apply what they have learned in the classroom setting to authentic educational problems.

5. **Planned and Guided Cooperatively** – The internship is planned collaboratively by the intern, the on-site administrator, and the university supervisor to include a variety of learning opportunities consistent with the ten superintendent competencies. While the internship is pre-planned, it is recognized that specific activities may be added or deleted over the course of the project as circumstances dictate. The key to a successful internship is communication and collaboration between the intern, the on-site mentor, and the university supervisor.

Interns receive **3 hours of graduate credit** once they have successfully completed the internship program. The final grade for the internship will be determined based on grading criteria set forth in Appendix G and in the course syllabus. Interns seeking superintendent certification are required to pass the state’s superintendent certification exam (TExES #064).

APPENDICES

Documentation of Field Supervisor Initial Contact	A
Candidate Request for Assignment of Site Supervisor	B
Superintendent Internship Project Plan	C
Cumulative Internship Hours Log	D
Practicum Formal Observation Form	E
Superintendent Domain and Competency Descriptors	F
Internship Course Grading Criteria	G

Appendix A
Sample Only Use the Form on MyCourses

**DOCUMENTATION OF
FIELD SUPERVISOR INITIAL CONTACT**

Principal or Superintendent Class

[19 TAC §228.35(h)]

In accordance with 19 TAC §228.35(h), initial contact between the candidate and the field supervisor occurred on the below date. This initial contact occurred within the first quarter of the practicum.

Candidate's Printed Name: _____

Candidate's Signature: _____

Field Supervisor's Printed Name: _____

Field Supervisor's Signature: _____

Date: _____

Appendix B
Sample Only Use the Form on MyCourses



College of Education

CANDIDATE REQUEST FOR ASSIGNMENT OF SITE SUPERVISOR

PRINCIPAL or SUPERINTENDENT CLASS

[19 TAC §228.2(33)]

In accordance with 19 TAC §228.2(33), a site supervisor for a practicum must have the following qualifications:

- At least three years of experience in the aspect(s) of the certification class being pursued by the candidate;
- Collaboratively assigned by the campus or district administrator and the educator preparation program (EPP);
- Currently certified in the certification class in which the practicum candidate is seeking certification;
- Accomplished educator as shown by student learning.

Also, in accordance with 19 TAC §228.2(33), a site supervisor for a practicum must complete training by the EPP, including training in how to coach and mentor candidates, within three weeks of being assigned to a practicum candidate.

Candidate's Name: _____

Candidate's Certification Class (Principal or Superintendent): _____

Site Supervisor's Name: _____

Site Supervisor's District/Campus: _____

Site Supervisor's Current Job Title: _____

Site Supervisor's Work Email Address: _____

Site Supervisor's Work Phone Number: _____

As the above-named practicum candidate, I hereby request assignment of the indicated person as my site supervisor.

Candidate's Signature: _____

Date: _____

Appendix C
Sample Only Use the Form on MyCourses

University of Mary Hardin-Baylor

Superintendent Internship Project Plan

Identify the projects you plan to perform to satisfy the 160 internship clock hours. You should include as many of the 10 superintendent competencies as possible; at a minimum, all three domains must be included. Provide a detailed description of the proposed activity, the superintendent competencies related to the activity, and the number of hours the activity is expected to require. Please download the electronic version of this form from the course LMS site and submit to the LMS assignment link; **add rows as needed**. The field (university) supervisor and the on-site supervisor (mentor) must approve the project plan before activities are initiated. The intern is expected to submit the revised plan as adjustments are made during the course of the internship.

Intern: [Click here to enter text.](#)

Description of Activity	Supt Competencies	Estimated # Hours

Approved by _____
Signature of On-Site Supervisor
Date

Approved by _____
Signature of University Supervisor
Date

Appendix D
 Sample Only Use the Form on MyCourses
University of Mary Hardin-Baylor

Cumulative Internship Hours Log

The intern is required to submit the Cumulative Superintendent Internship Hours Log after 40 hours, 80 hours, 120 hours, and at the conclusion of the project. Each log entry must include a brief description of the activity, the date (month-day), time in hours, and the related superintendent competencies. Each log submission is cumulative, with all hours from the beginning of the internship included. Please download the electronic version of this form from the course LMS site and submit to the LMS assignment link. **Insert additional rows to the form as needed.** Please do not submit hand written forms.

Intern: [Click here to enter text.](#)

<i>Description of Activities</i>	<i>Date</i>	<i>Hours</i>	<i>Supt Competencies</i>
<i>Total (Cumulative) Hours</i>			

Submitted by _____
Signature of Intern Date

Approved by _____
Signature of On-Site Supervisor (Mentor) Date

Appendix E
Sample Only Use the Form on MyCourses
University of Mary Hardin-Baylor
Doctor of Education – Educational Administration
Practicum Formal Observation Form [19 TAC §228.35(e)(8), (h)] This portion is to be completed
and submitted by Candidate to Field Supervisor by the due date.

Candidate's Name: [Click here to enter text.](#)

Candidate's ID: [Click here to enter text.](#)

Date of Preconference : [Click here to enter text.](#)

Date of Observation [Click here to enter text.](#)

Starting Time of Observation: [Click here to enter text.](#)

Ending Time of Observation: [Click here to enter text.](#)

District/Campus of Observation: [Click here to enter text.](#)

Name of Site Supervisor (Mentor): [Click here to enter text.](#)

Site Supervisor Email: [Click here to enter text.](#)

Domains/Competencies addressed: [Click here to enter text.](#)

Candidate's Signature:

This portion is to be completed by the Field Supervisor. It will be shared in writing with the Candidate in the post-observation conference, copied in writing to the Site Supervisor, then uploaded to myCampus by the Field Supervisor. Any corrections that may be needed in the Candidate's portion may be completed by the Field Supervisor.

Date of Postconference: [Click here to enter text.](#)

Educational practices observed:

[Click here to enter text.](#)

Date copy provided to site supervisor: [Click here to enter text.](#)

Superintendent Standards Based Formal Observation Scoring

To be Completed by the Field Supervisor

To enter a score for a standard, place a check in the appropriate box.

Observation (check one): 1 (1st third) 2 (2nd third) 3 (Final third)

Format (check one): In Person Virtual

A minimum of 3 formal observations of at least 135 minutes in duration in total are required. Formal observations are to be conducted in face-to-face settings unless otherwise approved by the EPP.

Texas Superintendent Standard	4	3	2	1	0
	Highly Proficient	Adequately Proficient	Minimally Proficient	Not Proficient:	Not Observed
I: Learner-Centered Values and Ethics of Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II: Learner-Centered Leadership and School District Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III: Learner-Centered Human Resources Leadership and Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV: Learner-Centered Policy and Governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V: Learner-Centered Communications and Community Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI: Learner-Centered Organizational Leadership and Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VII: Learner-Centered Curriculum Planning and Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VIII: Learner-Centered Instructional Leadership and Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Field Supervisor will provide a response to the inquiry below following the final formal observation of the candidate by checking the relevant box.

In accordance with 19 TAC §228.35(e)(8)(E), I have conferred with the site supervisor, and we jointly recommend to the UMHB EPP that the candidate should be recommended for a standard certification. Yes No

Field Supervisor Signature:

Date: [Click here to enter text.](#)

Appendix F

Superintendent Domain and Competency Descriptors

Domain I — Leadership of the Educational Community

Competency 1: *The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.*

The superintendent knows how to:

- A. Serve as an advocate for all children.
- B. Model and promote the highest standard of conduct, ethical principles and integrity in decision making, actions and behaviors.
- C. Exhibit understanding and implement policies and procedures that promote district personnel compliance with *The Code of Ethics* and *Standard Practices for Texas Educators*.
- D. Monitor and address ethical issues affecting education.
- E. Apply laws, policies and procedures in a fair and reasonable manner.
- F. Interact with district staff, students, school board and community in a professional and ethical manner.

Competency 2: *The superintendent knows how to shape district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community.*

The superintendent knows how to:

- A. Establish and support a district culture that promotes learning, high expectations and academic rigor for self, students and staff.
- B. Facilitate the development and implementation of a shared vision that focuses on teaching and learning and ensures the success of all students.
- C. Implement strategies for involving all stakeholders in planning processes and for facilitating planning between constituencies.
- D. Use formal and informal techniques to monitor and assess district/school climate for effective, responsive decision making.
- E. Institute procedures for monitoring the accomplishment of district goals and objectives to achieve the district's vision.
- F. Facilitate the development, use and allocation of all available resources, including human resources, to support implementation of the district's vision and goals.
- G. Recognize and celebrate contributions of staff and community toward realization of the district's vision.
- H. Maintain awareness of emerging issues and trends affecting public education and communicate their significance to the local educational community.
- I. Encourage and model innovative thinking and risk taking and view problems as opportunities.
- J. Promote multicultural awareness, gender sensitivity and the appreciation of diversity in the educational community.
- K. Understand and support educational programs for all student populations, including students with special needs.

Competency 3: The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for all students.

The superintendent knows how to:

- A. Serve as an articulate, effective communicator for the importance of public education in a free democratic society.
- B. Develop and implement an effective and comprehensive internal and external district communications plan and public relations program.
- C. Analyze community and district structures and identify major opinion leaders and their relationships to district goals and programs.
- D. Establish partnerships with families, area businesses, institutions of higher education and community groups to strengthen programs and support district goals.
- E. Implement effective strategies for systematically communicating with and gathering input from all stakeholders in the district.
- F. Communicate and work effectively with diverse groups in the district and community, i.e., social, cultural, political, ethnic and racial groups, so that all students receive appropriate resources and instructional support to ensure educational success.

Competency 4: The superintendent knows how to respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district's educational vision.

The superintendent knows how to:

- A. Analyze and respond to political, social, economic and cultural factors affecting students and education.
- B. Provide leadership in defining superintendent and board of trustees roles and establishing mutual expectations.
- C. Communicate and work effectively with board members in varied contexts, including problem solving and decision making.
- D. Work with the board of trustees to define and consistently adhere to mutual expectations, policies and standards.
- E. Access and work with local, state and national political systems and organizations to provide input on critical educational issues.
- F. Use legal guidelines to protect the rights of students and staff and to improve learning opportunities.
- G. Prepare and recommend district policies to improve student learning and district performance in compliance with state and federal requirements.

Domain II – Instructional Leadership

Competency 5: The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources and assessment; use the current accountability system; and promote the use of varied assessments to measure student performance.

The superintendent knows how to:

- A. Facilitate effective curricular decision making based on an understanding of pedagogy, curriculum design, cognitive development, learning processes and child and adolescent growth and development.
- B. Implement planning procedures to develop rigorous curricula that achieve optimal student learning and that anticipate and respond to occupational and economic trends.
- C. Implement curriculum design and delivery systems to ensure instructional quality, appropriate depth of learning and alignment across the district.
- D. Develop and implement collaborative processes for systematically assessing and renewing the curriculum to meet the needs of all students and ensure appropriate scope, sequence, content and alignment.
- E. Use assessment to measure student learning, diagnose student needs and determine effectiveness of the curriculum to ensure educational accountability.
- F. Evaluate district curricula and provide direction for improving curricula based on sound, research-based practices.
- G. Facilitate the integration of technology into the school district curriculum to enhance learning for all students.
- H. Facilitate the use of creative thinking, critical thinking and problem solving by appropriate school district staff and other individuals involved in curricular design and delivery.
- I. Facilitate the effective coordination of district and campus curricular and extracurricular programs.
- J. Ensure that staff members have a working knowledge of the accountability system and are monitoring its components to increase student performance.

Competency 6: The superintendent knows how to advocate, promote and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

The superintendent knows how to:

- A. Apply knowledge of motivational theories and strategies to encourage staff, students, families/caregivers and the community to strive to achieve the district's vision.
- B. 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.
- C. Facilitate the development of a learning organization that encompasses high student engagement and learning with academic rigor through the use of effective planning and lesson design.
- D. Facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to district/school improvement initiatives.
- E. Implement and support student services and activity programs to address developmental, scholastic, social, emotional, cultural, physical and leadership needs.
- F. Establish a comprehensive school district program of student assessment, interpretation of data and reporting of state and national data results for improvement of student learning.
- G. Apply knowledge of special programs to ensure that students are provided with appropriate resources and effective, flexible instructional programs and services.
- H. Analyze instructional resource needs and deploy instructional resources effectively and

equitably to enhance student learning.

I. Analyze the implications of various organizational factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.

J. Develop and use appropriate change processes to improve student and adult learning.

K. Ensure responsiveness to diverse sociological, linguistic, cultural, psychological and other factors that may affect student development and learning and create an environment in which all students will learn.

Competency 7: The superintendent knows how to implement a staff evaluation and development system and select appropriate models for supervision and staff development to improve the performance of all staff members.

The superintendent knows how to:

A. Improve teaching and learning by participating in quality, relevant professional development activities and studying current professional literature and research.

B. Develop, implement and evaluate a comprehensive professional development plan to address identified areas of district, campus and/or staff need.

C. Facilitate the application of adult learning principles to all professional development activities, including the use of support and follow-up strategies to facilitate implementation.

D. Implement strategies to increase the expertise and skill of staff at the district and campus level.

E. Work collaboratively with other district personnel to plan, implement and evaluate professional growth programs.

F. Deliver effective presentations and facilitate learning for both small and large groups.

G. Implement effective strategies for the recruitment, selection, induction, development, evaluation and promotion of staff.

H. Develop and implement comprehensive staff evaluation models that include both formative and summative assessment and appraisal strategies.

I. Assess and support the organizational health and climate by implementing necessary strategies to improve the performance of all staff members.

Domain III — Administrative Leadership

Competency 8: The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.

The superintendent knows how to:

A. Apply procedures for effective budget planning and management.

B. Work collaboratively with board of trustees and appropriate personnel to develop district budgets.

C. Facilitate and evaluate effective account auditing and monitoring that complies with legal requirements and local district policy.

D. Establish district procedures for accurate, effective, ethical purchasing and financial record keeping and reporting.

E. Acquire, allocate and manage resources according to district vision and priorities, including obtaining and using funding from various sources.

- F. Use district and staff evaluation data for personnel policy development and decision making.
- G. Apply knowledge associated with personnel management, including requirements related to certifying, recruiting, screening, selecting, evaluating, disciplining, reassigning and dismissing personnel.
- H. Manage one's own time and the time of others to enhance district operations.
- I. Develop and implement plans for using technology and information systems to enhance efficiency and effectiveness of school district operations.
- J. Apply legal concepts, regulations and codes as required.
- K. Use revenue forecasting and enrollment forecasting to address personnel and budgetary needs accurately.

Competency 9: The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

The superintendent knows how to:

- A. Apply procedures for planning, funding, renovating and/or constructing school facilities to support the district's mission and goals.
- B. Implement strategies that enable the district's physical plant, equipment and support systems to operate safely, efficiently and effectively.
- C. Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- D. Develop and implement procedures for emergency planning and for responding to crises.
- E. Apply and evaluate procedures for ensuring the effective, efficient operation and maintenance of district facilities.
- F. Implement and evaluate appropriate procedures to ensure efficient, effective district transportation services, food services, health services and other services.
- G. Apply legal concepts, regulations and codes as required.

Competency 10: The superintendent knows how to apply organizational, decision-making and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.

The superintendent knows how to:

- A. Implement appropriate leadership skills, techniques and group process skills to define roles, assign functions, delegate effectively and determine accountability for goal attainment.
- B. Implement processes for gathering, analyzing and using data for informed decision making to attain district goals.
- C. Identify, analyze and resolve problems using appropriate problem-solving techniques and decision-making skills.
- D. Use strategies for working with others, including the board of trustees, to promote collaborative decision making and problem solving, facilitate team building and develop consensus.
- E. Encourage and facilitate positive change, enlist support for change and overcome obstacles to change in varied educational contexts.
- F. Analyze and use political influences to benefit the educational organization.

Appendix G

Internship Assignments and Grading

Submission of Appendices A, B, and C	10%
Evidence of Required Training / TAC 247.2	10%
Four Log Submissions (Appendix D)	45%
Three Observations (Appendix E)	35%

Grade Scale:

A = 90 to 100

B = 80 to 89

C = 70 to 79

F = 69 and below