EDAD 998 Superintendent Internship

Program Affiliation: Educational Administration
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Purpose of EDAD 998

EDAD 998 is a field experience designed to provide authentic, hands-on learning as part of the preparation program of a candidate for certification as a public school district superintendent. Throughout the internship each graduate student will work with one or more mentors in activities designed to provide practice in skills, attitudes and knowledge introduced in the academic or classroom portions of the program.

A major goal of the internship is to assist with a transition to a "systems" perspective. This shift requires the graduate student to reflect upon internship experiences and match those reflections to professional literature and to engage in the class/on-line discussions of systems theory and organizational behavior.

EDAD 998 is designed to foster the Scholar-Practitioner Model with its strong linkage between research and practice; integrating work in teaching, research, and service; and teaching students to become reflective professionals who can investigate on their own.

RELATIONSHIP TO KNOWLEDGE BASE

The major emphasis in this graduate level course as related to the Scholar-Practitioner Model include:

1. A strong linkage between research and practice;
2. Integrating work in teaching, research, and service; and,
3. Teaching students to become reflective professionals who can investigate on their own.

The Standards-Based Foundation for the Internship

The Interstate School Leaders Licensure Consortium (ISLLC) first published leadership standards in 1996 by the Council of Chief State School Officers. These national standards have been used widely by states and universities to guide the professional practice and preparation of school leaders. The Educational Leadership Constituent Council (ELCC) Standards were developed with the National Policy Board for Educational Administration (NPBEA) and published in 1995 for the National Council for Accreditation of Teacher Education (NCATE). The ELCC Standards were focused on teaching and learning during changing challenges of society and schooling. Instructional leadership came to the forefront as a primary focus.

During the years 1996-2002, when the ISLLC Standards were being widely adopted by states, NPBEA and NCATE collaborated to integrate ELCC with ISLLC standards for the purpose of aligning standards with the NCATE approach. The result was the revised ELCC Standards, presented to NCATE in 2001, and continuing in practice today. Departments of Educational Leadership (i.e. University of Nebraska- Lincoln's Department of Educational Administration) are required to meet.
The ISLLC Standards have been developed by the Council of Chief State School Officers (CCSSO) in collaboration with the National Policy Board on Educational Administration (NPBEA) to help strengthen preparation programs in school leadership (Van Meter & Murphy, 1997). These standards are also endorsed by NDE and UNL. The standards were revised and endorsed by CCSSO in 2015.

Professional Standards for Educational Leaders

**Standard 1:** Mission, Vision, and Core Values  
Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

**Standard 2:** Ethics and Professional Norms  
Act ethically and according to professional norms to promote each student's academic success and well-being.

**Standard 3:** Equity and Cultural Responsiveness  
Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

**Standard 4:** Curriculum, Instruction, and Assessment  
Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

**Standard 5:** Community of Care and Support for Students  
Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

**Standard 6:** Professional Capacity for School Personnel  
Develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

**Standard 7:** Professional Community for Teachers and Staff  
Foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.

**Standard 8:** Meaningful Engagement of Families and Community  
Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

**Standard 9:** Operations and Management  
Manage school operations and resources to promote each student’s academic success and well-being.

**Standard 10:** School Improvement  
Act as agents of continuous improvement to promote each student’s academic success and well-being.
Requirements for the Internship

TIMING: The Internship is available to all superintendent candidates who have completed at least two of the required core classes for the program. Admission requires the approval of the candidate's advisor and professor who supervises the internship.

Before a candidate will be allowed to enroll for the internship he/she must be admitted to the College of Education program in Educational Leadership

MEETING WITH SUPERVISING PROFESSOR: Periodically the intern will meet with the supervising professor. Meetings will be arranged and will alternate between the internship site and a Nebraska location.

Required Text


Interns Who Are Full Time Administrators

Nearly all the interns in the superintendent's program are full time administrators in their respective districts. About half of the interns are principals; the others are central office administrators. Each semester, one or two current superintendents join the internship as a final step in completing endorsement requirements.

It is the intern's responsibility to negotiate and schedule his/her time. Arrangements that may be made in one district may not be allowed in another. Interns should not assume that release time will be available, even if it has been previously available for other students. This is entirely at the discretion of the district and the mentoring superintendent. The intern should discuss his/her needs with the mentoring superintendent, and accept the decision made by that person.

Finding a balance while serving as a full-time administrator, completing the requirements of the internship, and maintaining family responsibilities is the major challenge of the internship. Previous interns have agreed that "balance" is a long term and elusive goal.

Choice of an Internship Site or District(s)

It is the responsibility of the intern to arrange for an internship site. The university professor must be consulted and must approve the site prior to formalizing the arrangement. In some districts, the approval of Board or Central Office is also required. Do not assume that a site will automatically be approved even if the superintendent is agreeable. If the university professor or the district does not approve, this can be professionally embarrassing. Generally, a candidate will be allowed to serve an internship with a superintendent of his/her choice. In some cases, however, the student's choice is denied. The University does reserve the right to deny an internship based on the availability of resources (including personnel) or the extent of cooperation and support in the local school district.

Beginning Procedures for the Intern

1.) PLAN for the internship ahead of time, and talk with your advisor/professor during the semester prior to the time the internship is to be initiated.

2.) SELECT A TENTATIVE SITE AND RECEIVE APPROVAL to approach the superintendent. If the superintendent is agreeable, inform your university professor, who will obtain confirmation from the district's central office. This will often take place before the university's actual semester begins.
3.) REGISTER FOR EDAD 998. Remember that you must be officially admitted to the University and the Educational Administration program before you begin the internship.

4.) SCHEDULE A MEETING WITH YOUR MENTORING SUPERINTENDENT. Review the standards and agree upon the activities in which you will be involved. Use this opportunity to indicate which skills you feel you are competent prior to the internship experience. Discuss why you feel you already have sufficient experience not to be involved in a given skill area. It is a good idea to give a copy of your ideas in advance of the meeting to the mentoring superintendent so he/she can become familiar with it and give thought to those activities in which he/she would like to have you involved. The Internship Plan may be revised as necessary, but it should express the major points of agreement between the mentoring superintendent and intern.

5.) SCHEDULE APPOINTMENTS WITH YOUR UNIVERSITY PROFESSOR. These are best arranged by the intern and the mentoring superintendent, since both the professor and intern are appreciative of the limited time available for the superintendent. Depending upon the nature of the internship and other factors outside the control of the student and/or program, these meetings may be conducted electronically or face-to-face.

6.) EVALUATION OF YOUR PERFORMANCE. This will be on-going throughout the course of the semester. The focus of the mentoring superintendent should be on formative evaluation, not a summative one. At the end of the term the professor will determine if you have satisfactorily completed the internship requirements and will record a grade.

Course Project/Assignment Requirements

(1) Internship Experience Log

Each intern is to keep a log of internship activities. There is a minimum requirement of 135 contact/engagement hours for the Internship experience. A spreadsheet will be required for the hours and standards associated with each task. The log is expected to contain, at a minimum, the following information:

- Date of Activity
- Number of Hours Engaged in the Activity (avoid partial hours)
- The CCSSO standards related to the activity
- A (one paragraph) description of the activity
- A reflective summary of what you learned or insight gained from the experience. (200-300 words per Activity Log entry).

Code of Ethics for Required Documentation

During the course of the semester, seminar participants document his/her experiences; such documentation should be thoughtful, substantive responses a paragraph or more in length. The documentation is written for a specific course requirement - respect for the privacy of the work is expected. Please utilize the following guidelines:

CONFIDENTIALITY - The documentation and all other forms of communication within the course are confidential to the candidates directly involved. What is said in class, stays in class.

LISTENING - Candidates are expected to listen carefully to discussions.

ENCOURAGING - Just as the instructor encourages each student to have a voice in class discussions, candidates are expected to encourage each other in a safe learning environment.
ACCEPTING - Candidates are expected to model acceptance of others and other’s viewpoints in the on-line and face-to-face meetings. Candidates are expected to use bias free language in discussions and documentation.

RESPECTING - Respect is an inherent part of the culturally responsive learning environment for the internship. Candidates are expected to respect differences in local districts, as well as individuals, in and out of the internships.

(2) Intern Artifacts/Portfolio

As internship documentation is completed, the candidate is required to select artifacts or work samples which demonstrate exemplary work. The culminating report should provide evidence of experiences or artifacts developed/produced during the Internship which are related to each of the ten CCSSO standards.

(3) Course Final

The course final will include two parts: (1) a reflection of your Intern experience, how the experience has related to the ten CCSSO standards, and what you have learned about the roles and responsibilities of the superintendency and (2) an overview of your educational beliefs and values.

Grading

Students are expected to complete all assignments as scheduled in this document (unless altered by agreement of instructor and student). This includes participation in conferences with the instructor during the course of the Intern experience and leadership roles as assigned by the Intern’s mentor or course instructor. Grades will be determined by instructor based on fulfillment of the above requirements and the quality of work submitted. Writing skills will be critiqued for organization, sentence and paragraph structure, and use of grammar.

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<th>Grading Scale</th>
<th>100% to 90% A</th>
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<tr>
<td>89% to 80% B</td>
<td>80 to 89 points</td>
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<tr>
<td>79% to 70% C</td>
<td>70 to 79 points</td>
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<td>69% to 60% D</td>
<td>60 to 69 points</td>
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<tr>
<td>59% or below F</td>
<td>59 or less points</td>
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<table>
<thead>
<tr>
<th>Point Values for Course Work</th>
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<td></td>
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<td>Course Final</td>
<td>30 pts</td>
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<td></td>
<td>Participation</td>
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Total Points Possible 100

Internship Activities

The choice of activities is a shared responsibility of the superintendent intern, the cooperating superintendent mentor and the university professor. Ideally activities will be selected at the beginning of the internship and agreed to by all three parties, thus forming a contract for the internship experience.

More typically, the internship evolves over a period of time as the intern develops a comfort level in working with central office administrators. New opportunities emerge; situations change. A trust level develops between the intern and the mentoring superintendent.

The subsequent changes in the internship plan should be noted by the intern and forwarded to the professor. The plan must have the approval of the cooperating superintendent and the UNL professor. Changes in the plan can be made at any time by mutual agreement.
Responsibilities of the Intern

Each intern is responsible for:

1. Arranging internship meetings with the intern advisor and home superintendent, developing the agenda for the meetings, and leading the meetings.
2. Identifying specific internship activities to be completed based upon the learning needs of the intern.
3. Identify with the cooperating superintendent other activities based upon the needs of the district.
4. Asking questions, being observant, communicating with the intern advisor to apprise him/her of progress, concerns, questions, etc.
5. Volunteering for administrative activities.
6. Scheduling regular meetings with the cooperating superintendent.
7. Completing assigned readings, as well as current literature as appropriate to the internship activities and goals.
8. Attending professional meetings and conference.
9. Keeping a log of activities and the alignment of activities to standards.
10. Informing the university supervisor of issues, problems, or questions.
11. Networking with other educational leadership graduate students.
12. Initiating new studies or solutions, independently or with colleagues.

Responsibilities of the Mentoring Superintendent

The mentoring (home) superintendent supports the internship by:

1.) Providing meaningful administrative tasks with a system wide focus for the intern.
2.) Allowing the intern to shadow the superintendent (as determined by the superintendent).
3.) Allowing the intern to interview the superintendent at various points in the internship.
4.) Inviting the intern to attend professional meetings and conferences.
5.) Encouraging the intern to take an active leadership role in special projects.
6.) Assigning meaningful reports to be written/edited by the intern.
7.) Defining the intern’s role in selected activities.
8.) Supervising the intern’s performance in new kinds of activities.
9.) Advising the university supervisor of any concerns or problems during the internship.
10.) Coaching and evaluating the intern’s performance; providing frequent feedback.
11.) Communicating with the university advisor as necessary to address any concerns, problems, or ideas related to the internship.
12.) Serving as an advocate for the intern when he/she is ready to secure a central office position.

Responsibilities of the University Supervisor

The university supervisor is an Educational Administration Professor who supervises the internship by:

1.) Serving as an advisor to the intern, supervising the field based experience, monitoring the intern's progress through program and mentoring completion of the program.
2.) Meeting with the cooperating superintendent to clarify roles and expectations for the intern performance.
3.) Visiting the intern in the intern's home district; site visits will be made.
4.) Suggesting meaningful learning activities for the intern.
5.) Communicating with the intern, mentor and home superintendent as needed.
6.) Providing candid, timely feedback to the intern regarding performance.
7.) Evaluating the internship, with input from the cooperating superintendent.
8.) Assisting the intern in "graduating" from the superintendent preparation program.
9.) Assisting the intern in applying for the institutional recommendation and certification.
10.) Serving as a reference for the intern; advocating for and sponsoring the intern during job seeking.
11.) Encouraging networking among interns, mentors, and other practicing administrators.

Consider Professional Associations

Interns are strongly encouraged to join the Nebraska Council of School Administrators (NCSA) as an aspiring school system leader. Student memberships are available by contacting the NCSA office or going to ncsa.org on their website. Interns who are already superintendents or assistant superintendents should join as active members with voting rights. Involvement with this organization connects interns with leaders across the state who are genuinely committed to helping "grow" the next generation of leaders.

Statement of Academic Honesty

Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. To further serve this end, the University supports a Student Code of Conduct, which addresses the issue of academic dishonesty. Please see the CYAF Statement of Academic Integrity. http://cehs.unl.edu/cyaf/docs/academicIntegritystatement.pdf

Diversity Statement

The University of Nebraska-Lincoln is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity. We assure reasonable accommodation through the Americans with Disabilities Act. Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

Academic Freedom

Over the course of this semester we will address a variety of controversial topics, including matters of race, gender, culture, religion, morality, sexuality, and violence. You have a right to believe whatever you believe about such matters and are encouraged to express your views on all matters relevant to the course, even if others in the class may be offended or upset by those views. You also have a right to express your disagreement with whatever views I or others in the class express. Finally you have a right to decide whether or not to modify your views. Your grade in the class will be based on your understanding and reasoning, not on your opinions.

Copies of Work

It is recommended that students make a copy of any submitted assignments they turn into the instructor as a record and a back-up of their work.

Sharing Course Materials

Examinations, course handouts, and course PowerPoint slides are the intellectual property of the course instructor and may not be posted on electronic websites or shared with other people without the written consent of the instructor. Posting or otherwise sharing copies of examinations from this class is not permitted.