Superintendency Program Handbook

Mission Statement:

The Educational Leadership Faculty at the University of Northern Iowa develop and nurture reflective leaders of learning, service, and change who positively impact school improvement and student achievement.

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OVERVIEW OF UNI SUPERINTENDENCY PROGRAM

The Internship in Educational Leadership (9 semester hours) is a field-based clinical experience which takes place in school district/AEA settings. It is designed to provide opportunities for interns to identify and experience the complexities of the superintendency/AEA administration in a structured, accountable manner. The internship makes practice the center of preparation and further immerses the intern in the network of practice. A mentoring relationship will be developed between the intern, field-based practicing administrators (including AEA administrators) who have a practical working knowledge of the superintendency and central office operations (Lead Mentor and Mentors With Special Expertise who meet University of Northern Iowa Mentor Selection Criteria), and an Internship Professor in the Educational Leadership Program at the University of Northern Iowa. Each intern is required to have a Lead Mentor assigned by UNI and at least one other Mentor With Special Expertise (most interns will have more than two mentors) to ensure diversity of thought, diversity of expertise, diversity of district/AEA size, and diversity of experience based on district/AEA setting (rural v. urban, poor v. affluent). At least one mentor must be outside the intern's district of employment.

Throughout the mentoring/internship process, the intern will be immersed in a network of practice and form "critical friends" who have additional expertise and skills that the intern can learn from as he or she works toward a successful completion of the internship experience. Critical friends initially are those serving as instructors in the Seminar in Educational Leadership: Superintendency. Additional critical friends may be established through the Iowa Superintendents Finance and Leadership Consortium and internship experiences in business and industry.

The intern will be evaluated on Course-assigned Internship Activity Rubrics, the Internship Formative/Summative Assessment Form, Iowa Standards for School Leaders Disposition Rubric and the Superintendent/AEA Administrator Internship Rubric for Assessment of Clinical Experiences. The intern will have to show evidence that exit proficiencies identified in the Internship Guide have been mastered. The Internship in Educational Leadership ensures that interns work with multiple mentors in varied and diverse settings for a substantial period of time. No less than 450 hours of work in district/AEA settings is required of each intern enrolled in the internship experience, in addition to the time spent in seminars.

To ensure that interns have a range of experiences during the internship, each course offers interns a choice of two course-assigned internship activities which become a part of the Internship Plan. The course-assigned internship experiences are expected to total between 210 and 280 hours. In addition to the course-assigned internship activities, the intern's Internship Plan will be guided by experience needs of the intern in the areas of Leader of Learners, Leader of Service and Leader of Change. Base-line data collected during the Seminar in Educational Leadership: Superintendency and the report from StengthsQuest which identifies the intern's strengths will be referenced to target clinical experiences that utilize the intern's strengths and areas for development. The Internship requires a meaningful long-term (substantial) clinical experience within a district. This extended experience combines with the course-assigned internship activities to form the intern's Internship Plan. The intern, Lead Mentor and Internship Professor, with input from critical friends, will use the Clinical Experiences Planning Guide in initial development of the Internship Plan.

Interns, in cooperation with their Lead Mentors and Internship Professor, may design, as part of their Internship Plan, a 30-40 hour internship experience in a business/industry selected by the student. The intern may also participate in the Iowa Superintendents Finance and Leadership Consortium Conferences (ISFLC) as part of the internship experience. The Internship has been structured to provide some experiences and skill development for understanding and working with both educational and non-educational organizations. Each intern develops an Internship Plan, completes the Plan, and shares learning with other interns. Guidelines for all experiences have been established as follows:

1. The internship experience is completed in multiple districts/AEAs including the system within which the intern is employed. It is the responsibility of the intern to obtain approval for an

experience by securing the signatures of the appropriate administrator/Lead Mentor and University Internship Professor assigned to the internship experience.

2. All Internship Plans must bring the intern into a direct working relationship with individuals and/or groups, and be focused on tasks which are clearly administrative in nature.

3. The Seminar in Educational Leadership: Superintendency will meet periodically throughout the internship experience.

4. The internship experience should be completed over a twelve-month experience to ensure leadership experiences in fall, spring and summer. The internship is to be completed within one year upon completion of coursework. Internships not completed within one year of completion of coursework may result in additional tuition charges.

5. It will be the intent of the University Internship Professor to visit the school site to observe and dialogue with each intern and their mentor.

6. A minimum graduate GPA of 3.00 is a prerequisite to the internship enrollment. All internship experiences are to be arranged with approval of the Internship Professor.

7. Some courses within the superintendency program may have additional practical projects that students will have to complete. These course-related projects **should not** be counted as part of the internship nor part of the 450 clock hours of internship experience. Questions related to extended class projects should be directed to the Internship Professor.

CLINICAL EXPERIENCES

The purpose of the field-based clinical experience component of the administrator preparation program is to bridge the gap between theory and practice. It is designed to build on previous academic and experiential learnings. During the internship, specialized experiences, provided by the Lead Mentor, Mentors with Special Expertise and approved by the University Internship Professor, are required of each intern. Each intern should plan a set of experiences with the Lead Mentor and the University Internship Professor after completion of the one-hour Internship class. The Lead Mentor and the University Internship Professor should approve the Internship Plan. Some suggested clinical experiences and planning forms are included in this Handbook. Course-assigned internship experiences become a part of the overall clinical experience (Internship Plan).

Decision Points and Data Sources for Candidates in UNI Superintendency Program

A.   Acceptance into program:

To be accepted into the program, students need the following: application for graduate admission, three letters of recommendation, past academic performance, transcript(s), writing sample focused on leading learning, service and change and completed application form.

B.   Decision Points during progression of program:

At end of each semester's coursework:
-        Evidence of reaching developed or well developed skills in all course assignments and course-assigned internships
-        Evidence of candidate's professional development in leading learning, service and change outside the preparation program

During First Segment of Seminar in Educational Leadership: Superintendency
-        Students complete Disposition Rubric and Beliefs Survey

Three times during the candidate's program: during first fall, second spring, and last semester
-        Internship Professor meets with student and Lead Mentor each of three meetings
-        Student and Lead Mentor draft Internship plan prior to first meeting. Review at meeting one.
-         Student and Lead Mentor complete Formative Assessment prior to meetings two and three; review during meeting with Internship Professor

During the second segment of Seminar in Educational Leadership: Superintendency
-        Focus group discussions related to processes and strategies addressing the challenges of superintendency (focused on student and staff learning, service to school and community and the change process)
-        Internship progress and proficiencies review

During the third segment of Seminar in Educational Leadership: Superintendency
-        Comparison of Beliefs Survey from the beginning of the program
-        Internship progress and proficiencies review

Program Completion:
-        Candidates are expected to collect Internship artifacts from each of the six Iowa Standards for School Leaders which will be categorized according to Leaders of Learners, Service, and Change. These artifacts will be displayed in the portfolio review exit requirement.
-        Candidate formal presentation of portfolio to Lead Mentor, critical friends and University faculty member(s).
-        All course work completed
-        Required internship hours
-        Verification forms submitted to Student Assessment System
-        Summative Assessment completed

C.   Ongoing Superintendency Program Assessment:

Candidate performance serves as one essential form of assessment. University faculty will provide feedback and assessment each semester to review performance and proficiency of candidates.

D.   Interventions for low-performing candidates:

The ongoing progression of assessments during each of the designated decision points will determine the need for interventions. Faculty members will provide assistance and coaching to the candidate.

At the time of the completion of the second segment of Seminar in Educational Leadership: Superintendency, if there continues to be a need for intervention, a conference with the Lead Mentor and candidate will occur. The area of weakness or weaknesses will be presented to the candidate. The candidate, lead mentor and internship professor will collaboratively develop an individualized plan with specific goals, timeline, and evidence that the candidate has reached the required level. The Internship Professor will monitor this progress. This is a critical point for the candidate, with the potential of being counseled out of the program if the plan is not followed and progress is not made.

This same process will be applied in the third segment of the Seminar in Educational Leadership: Superintendency. If the candidate fails to provide documentation of proficiency in all program requirements during the time of portfolio review, the candidate's recommendation for superintendency licensure may be delayed. The candidate's Internship Professor, Lead Mentor, and the candidate will meet to plan and implement a final individual plan with specific goals, timelines and evidence. The faculty advisor will monitor progress. If the candidate fails to document all proficiencies in a second portfolio presentation and review, the candidate will not be recommended for superintendency licensure.

GLOSSARY OF TERMS
UNI SUPERINTENDENCY PROGRAM

Clinical Experience: Educational Leadership activities and/or projects conducted in the field (school district/AEA, business, community)

Clinical Experience Planning Guide: Used in the initial development of the Internship Plan

Course-assigned Internship Experience: Interns are given two course-assigned internship experience options in each of the following courses:

- Leading, Teaching, Learning and Assessment
- Power, Politics and Ethics in School district Leadership
- Funding the Educational Program for Improved Student Achievement
- Educational Leadership and Systems Change
- Evaluation of Administrators (one experience available) Human Resource Administration
- School Business Management

After reviewing the options, interns will select one experience from each course to perform.

Course Related Projects: Projects not related to the internship and may not be counted in the 450 clock hours of internship

Critical Friends: Instructors from the Seminar in Educational Leadership course and administrators and faculty met through the Iowa Superintendent Finance and Leadership Consortium, the Center for Immigration Leadership and Integration and individuals from Business and Industry

Ed Leadership Superintendency System: This online system allows students and Internship Professors to view student progress through the program, including rubrics, self-assessments, and Internship Verification Forms

Internship: A field-based clinical experience

Internship Plan: A combination of long-term site-determined experiences within a district and course-assigned internship activities

Lead Mentor and Mentors with Special Expertise: Must be field-based practicing administrators

StrengthsQuest: Interns take the StrengthsQuest assessment which helps them identify their talents and then allows them to develop those talents into strengths and manage their professional growth

Verification Form: Online form (found on the Student Management System) used to document internship experiences and must be signed by the lead mentor

Work Product (listed on Internship Plan): A document that results from Internship activity; an artifact

Responsibilities of the Participants

The Lead Mentor:

1.   Opens doors and gives support and guidance, which provides opportunities for the intern to gain valuable experiences. These experiences will enhance the quality of the internship;

2.   Assists in the development of the Internship Plan and makes a commitment to supporting implementation of the individualized Internship Plan;

3.   Provides a supervised work experience as outlined in the plan and reviews and approves Verification Forms;

4.   Provides the leadership necessary to ensure that the intern's role is fully understood by the board of education, faculty and students, as appropriate;

5.   Approves the Internship Plan;

6.   Provides release time, if at all possible, in order for intern to complete authentic tasks;

7.   Conducts periodic review sessions to discuss what has been accomplished and provides intern feedback and coaching about his/her experiences;

8.   Contacts the University Internship Professor or advisor if problems or concerns arise;

9.   Holds the endorsement in which the student is seeking state certification;

10.   Prepares intern's semester assessments at the end of each Internship term. Assessment evaluation forms will be included in the intern's confidential intern folder kept by the UNI Educational Leadership Program;

**Note: No immediate family member will be allowed to mentor an intern.

Lead Mentor Contact Information

Please print information for the following items:

Name of Lead Mentor_____

First Name   Middle Initial   Last Name

Lead Mentor's Home Address

_____

City/State/Zip

_____

Lead Mentor's Home Telephone

_____

Lead Mentor's School District Name & Address

_____

_____

City/State/Zip

_____

Lead Mentor's School Telephone

_____

E-mail Address where you prefer to be reached

_____

Signature of Lead Mentor

_____

Name of Intern: _____
Cohort: _____

Please share this form with Internship Professor or mail to:

**Department of Educational Leadership, and Postsecondary Education
601C Schindler Education Center
University of Northern Iowa
Cedar Falls, IA 50614-0604**

The Mentor with Special Expertise:

1. Opens doors and gives support and guidance which provides opportunities for the intern to gain valuable experiences. These experiences will enhance the quality of the internship.
2. Provides a supervised work experience as outlined in the Internship Plan and reviews and approves Verification Forms.
3. Provides the leadership necessary to ensure that the intern's role is fully understood by the board of education, faculty and students, as appropriate.
4. Conducts periodic conversations to discuss what has been accomplished and provides intern feedback about his/her experiences.
5. Contacts the University Internship Professor or advisor if problems or concerns arise.
6. Is a practicing administrator.
7. Participates in mentor training as requested by UNI.
8. Has specific skills in the area(s) in which the intern is being mentored.

University Internship Professor:

1. Assists the intern and Lead Mentor in developing the Internship Plan and makes a commitment to help the intern implement and individualize the Internship Plan.
2. Collaboratively approves the Internship Plan (a selection of specialized clinical experiences that are aligned with the ISSL, AASA, and NPBEA Standards) with the Lead Mentor and intern.
3. Conducts periodic observations and review sessions with the intern and Lead Mentor to discuss what has been accomplished and provides feedback and coaching regarding internship experiences.
4. Communicates with Lead Mentor, Mentors with Special Expertise, and intern as needed during the internship process.
5. Collaborates with the Lead Mentor to open doors that provide opportunities for the intern to gain valuable networking and learning initiatives.
6. Provides the leadership that ensures that the intern, Lead Mentor, and Mentors with Special Expertise understand their roles during the internship experience.
7. Assures that the Verification Forms are completed properly and the resume and Lead Mentor's evaluation forms are on file with the Department of Educational Leadership and Postsecondary Education at the University of Northern Iowa.
8. Collaboratively conducts a portfolio assessment with the Lead Mentor and other university professors who have provided assistance with the internship experience.

The Intern:

1. Follows and abides by all board policies, guidelines, and administrative procedures of the school district/AEA and maintains absolute confidentiality and ethical standards.
2. Accepts the primary responsibility for cooperatively developing an Internship Plan, which is agreeable to both the Lead Mentor and University Internship Professor.
3. Maintains an open, cooperative relationship with the Lead Mentor, district/AEA stakeholders, critical friends, and Mentors with Special Expertise.
4. Performs all elements of the internship in optimum fashion.
5. Submits Verification Forms to the University Internship Professor (online) and signed Verification Forms for approval, and makes a final presentation of portfolio verifying skill development as outlined in Iowa Standards for School Leaders (ISSL), American Association of School Administrators (AASA), and the National Policy Board for Educational Administration (NPBEA).

Intern Contact Information
Please print information to the following items:

Name of Intern _____

| First Name | Middle Initial | Last Name |

Cohort

_____

Home Address

_____

City/State/Zip

_____

Home Telephone

_____

Home E-mail Address

_____

School Name & Address

_____

City/State/Zip

_____

School Telephone

_____

School E-mail Address

School Position

Signature of Intern

Name of Lead Mentor _____ **School District:**
_____

Lead Mentor Telephone _____

Please share this form with the Internship Professor

Superintendent Leadership Exit Proficiency Themes

1. **Continuous reflection -** Demonstrates continuous reflection in vision, thinking, planning, and action

2. **Understanding of self** - Engages in continuous growth to deepen understanding of self as a moral/ethical leader

3. **Interaction with others** - Demonstrates impartiality, sensitivity, and ethical consideration in interaction with others

4. **Collective vision** - Collaboratively builds, communicates, and stewards a collective vision that reflects the needs and realities of the school organization and the larger community

5. **Communication** - Communicates effectively in appropriate ways for multiple audiences

6. **Problem/conflict resolution** - Resolves problems and conflicts in a professional, tactful, timely, and sensitive manner

7. **Culture of high expectations for all leaders (students and adults)** - Collaboratively creates an active culture of high expectations for student and adult academic and social development based on research, theory, best practice, and the current context

8. **Data and Information** - Uses multiple sources of data (information and knowledge) as diagnostic tools to assess and enhance learning, and to make informed decisions

9. **Balanced Management & Leadership** - Balances management and leadership in a manner that centers on learning as the primary focus

10. **Finance** - Implements fiscal policies and actions that ensure equitable financial allocation of resources and financial stability for the school organization

11. **Technology** - Applies and assesses current technologies for instruction, management, business procedures, and monitoring student achievement

12. **Diversity** - Promotes, honors, and values diversity among stakeholders as essential for the health of the organization

13. **Community engagement** - Engages the community to create and sustain shared responsibility for student and school organization success

14. **Broader context (multiple arenas)** - Applies understanding of the political, social, economic, legal, and cultural contexts to develop activities and policies that benefit all students, their families, and the larger community

15. **Relationships/Partnerships** - Develops and implements a plan for nurturing relationships with the board of education, community members, and the media; reaches out to business, religious, political, parent, support agency and service organization stakeholders to strengthen programs and support district goals

16. **Change Agent** - Develops and implements educational programs that nurture multiple relationships to enhance the changing environment in Iowa communities and school districts/AEAs

Internship Plan Approval Form

Signatures attached to this form indicate that all parties have been active participants in the creation and development of the Internship Plan. As the internship experience evolves, it is encouraged and understood that activities can be added to the initial plan that are deemed relevant and approved by the Lead Mentor. All attached pages to this form represent the initial plan, which the intern will follow and will be expected to develop artifacts (work products) that will demonstrate proficiencies as they relate to Iowa Standards for School Leaders (ISSL) and the Educational Leadership Mission: Leaders of Learning, Service and Change.

The signature of the district/agency official indicates that the organization is giving permission to the intern to conduct this internship within the organization structure under the supervision of the intern's Lead Mentor and University Internship Professor. Termination of this agreement between the school district and the university shall be done in writing.

Approved By:

_____   _____
Name of Internship School District/Agency   *Date*

_____   _____
Intern Signature   *Date*   *Print Name*

_____   _____
Lead Mentor Signature   *Date*   *Print Name*

_____   _____
Internship Professor   *Date*   *Print Name*
     Signature

After all signatures have been acquired, student is to upload this completed form on the Ed Leadership Superintendency System on MyUNIverse.

EXAMPLE INTERNSHIP PLAN
(DO NOT COPY)

Internship Plan

Student : _____Sharon Ingebrand_____ ID# _____

ISSL Standard 1: Developing a Vision for Learning that is Shared and Supported by the School Community

Goal Statement #1 (site-based)

Provide learning experiences for administrative team, teachers, board members, and the community to review the district's mission/vision and guiding principles.

Action Steps:

1. Immerse district administrators in work around the mission and vision during the summer retreat (July, 2013)
2. Set up experiences that could easily be replicated with all staff and establish the importance of all stakeholders engaging in this level of work (July, 2013). The admin team will closely examine Blank Park Zoo's mission/vision and guiding principal. A guest speaker from the zoo will talk about the process they went through to get their mission and vision and what they have done since then to ensure all zoo employees know the mission/vision and are committed to seeing it play out in the zoo. Upon completion of this emphasis on getting the mission/vision to all employees, the administrators will go through an exercise in the zoo to see if they can find evidence of the zoo's mission/vision being carried out. This experience will involve actively participating in the zoo experience, observing zoo staff, interviewing zoo employees, etc. This experience will lead into a reflective activity about what "visitors" would see if they came to our zoo known as Ankeny Schools. What would this look like? Sound like? Would all employees be able to communicate this? Would our mission/vision be obvious? Finally, conversation and planning around work that needs to be completed back in the district will take place.(August, 2013)
3. Assist in establishing a new-to-Ankeny professional learning opportunity that will acculturate our new staff on day one to the mission, vision, and high expectations for meeting the needs of ALL learners (August, 2013)
4. Participate in planning and presenting the district's mission/vision and guiding principles to multiple stakeholder groups. This work will be ongoing with the administrative team to talk about ways we are keeping this part of the focus in our buildings. Additionally, I will collaborate with the Asst. Superintendent of Curriculum and Instruction to review and work with SIAC and board members regarding our mission/vision and how that continues to be worked on across the district (Summer/Fall 2013).

Artifacts:

1. Powerpoint from admin retreat with evidence of follow-up conversations with administrators
2. Anecdotes from at least one building to demonstrate work spreading to various stakeholders throughout the district
3. Schedule and powerpoint utilized at new-to-Ankeny to disseminate mission/vision to new staff members
4. Powerpoint and agenda to demonstrate work around mission/vision completed with SIAC and board members.

Develop a strategic Plan to Help Building Level Administrators Meet AYP Goal (course-assigned *Leading, Teaching, Learning, and Assessment)*

Action Steps:

1. Analyze the district's standardized test data for grades 3,4,5,6,7,8, and 11 (March, 2014)
2. Format the data in a variety of ways: plug individual student data into the lucky to leading format, examine proficiency level bar graphs of grade levels/sub-groups (March, 2014)
3. Organize and orchestrate opportunities for various stakeholders (admin, ILTs, and SIAC committee) to 1) examine the summative assessment data set (IA Assessments), 2) look at progress towards goals established in 2013, 3) determine whether goals were met/not met, and 4) determine possible district goals for 2014-15 based on the data collected (Spring, 2014)
4. Work with SIAC membership in approving recommended goals and present goal to school board for final approval (Summer, 2014)
5. Work with building Instructional Leadership Teams (ILT) to go through this same data analysis process (explained in step 3) to develop building level goals aligned and connected to the larger district goals (Summer, 2014)
6. Formalize 2013-14 piloted Professional Growth Model where every K-12 teacher developed an individual and PLC Goal that will define what they need to work on to meet the building goal and district goal. utilized in Ankeny's Professional Growth Model (Summer, 2014)
7. Develop a district-wide google doc to record/monitor professional learning across the district. Part of this recording form will be a section for admin to clearly define learning targets of professional learning and how this work is connected to the district and building goals (Summer, 2014)
8. Meet monthly with building principals to have coaching conversations and updates regarding their work towards meeting established district and building goals (September-May, 2014)

Artifacts:

1. Data sets
2. Powerpoint/agenda demonstrating process used with various stakeholder groups
3. Final goals and powerpoint used to communicate to school board
4. Powerpoints/agenda used with ILTs
5. Google doc to use to monitor work towards meeting district goals
6. Sample ITPDP and PLC goals that are aligned to district/building goals
7. Summary of conversations with principals at monthly leadership meetings

Goal Statement #3

Develop a district plan for recruitment, screening, selection, induction, mentoring, and professional development of new staff.
(*Course-determined for Human Resource Administration)*

Action Steps:

1. Review current "Hiring Process" and goals and objectives as adopted by Ankeny Board of Education. (December, 2013)
2. Collaborate with Director of HR and Ankeny Education Association to submit a planning grant application to the Iowa DOE. (October, 2013)
3. Communicate with districts that already have instructional coaches or teacher compensation plans to find out how others are developing their plans (Saydel, Waukee, Johnston). (October, 2013)
4. Collaborate with Director of HR and Ankeny Education Association to develop a plan for the screening and selection of new positions that follow the guidelines and criteria as outlined for the Teacher Leadership and Compensation System (October-November, 2013)
5. Work with larger team of district administrators, teachers, and community members to finalize a plan to submit to the state. (January, 2014)
6. Collaborate with Director of HR and Ankeny Education Association to develop a plan for the induction, mentoring, and professional development of new positions that follow the guidelines and criteria as outlined for the Teacher Leadership and Compensation System. (January – March, 2014)
7. Work with Curriculum Coordinator and Director of HR to develop a detailed handbook that outlines the process the teacher compensation plan. (March, 2014)
8. Collaborate with Associate Superintendent of Curriculum & Instruction, Director of HR, and Curriculum Coordinators to plan and prepare professional development for new instructional coaches, teacher leaders, and mentors. (May-June, 2014)

Artifacts:

1. Planning Grant proposal
2. Notes from meetings with other districts
3. Handbook (guidelines) that summarize the process Ankeny will use for the Teacher Leadership & Compensation System.
4. Powerpoints and agendas that demonstrate professional development used for the new positions.

ISSL Standard 2: Promotes the success of all students by advocating, nurturing and sustaining a school

culture and instructional programs

Goal Statement #1 (course-assigned *Ed Leadership & Systems of Change…*)

Develop a reading improvement plan for the district. The plan will include vision, goals, and mission, past professional development, future professional development, and current academic challenges.

Action Steps:

1. Determine student needs based on assessments and data collected within the district. (Including but not limited to teacher survey, IA Assessments, locally developed, district wide assessments). (Summer, 2013)
2. Integrate district professional development plan, current APR and CSIP goals, and any board or SIAC initiatives focused on student achievement. (Summer, 2013)
3. Start work with a small group of hand-selected literacy experts to develop a Literacy Leadership Team (LLT) (Summer, 2013)
4. Attend conference/training on best practices in the area of literacy development (Summer, 2013)
5. Meet with LLT to examine current practices, areas of need for literacy work, goals for upcoming year, and develop actions steps for the work (Summer, 2013)
6. Provide new/reviewed learning around best practices in literacy development to a larger group of educators (literacy leaders, instructional coaches, special education teachers, K-2 teachers, administrators) (Fall, 2013)
7. Work closely with Literacy Leaders on assessment practices and intervention strategies for targeted reading support and build leadership capacity within this group for ongoing support of classroom teachers (2013-14)
8. Communicate progress and expectations with administrative team and seek feedback from their boots-on-the-ground perspective
9. Build layered system of support for teacher teams as they are reading to modify assessment and instructional practices (Fall, 2013)
10. Use the change matrix to periodically self-assess and check progress and missing pieces of change process (September, January, March, 2014)
11. Communicate ongoing improvement of literacy practices across the district to various stakeholders and connect purpose of this work to student data, district mission/vision, district goal work, and best practices in literacy development (May, 2014)

Artifacts:

1. Student data with resulting district goal around 3rd grade reading
2. Agendas and powerpoints from ongoing literacy professional learning
3. Ongoing data collection to monitor progress
4. Evidence of teacher progress and meeting the needs of teachers teams as they are ready to modify assessment and instructional practices
5. Anecdotal evidence of ongoing conversations with principals

Goal Statement #2 (course-assigned *Eval of Admin…*)

Analyze the existing conditions and the process by which administrators are evaluated and participate in the evaluation of an administrator

Action Steps:
1. Talk to current superintendents about process used to evaluate district administrators on an ongoing and annual basis (September, 2013)
2. Read *Assessing Educational Leaders* by Doug Reeves and examine McRel's method of evaluating administrators to gain insight into additional ways to assess educational leadership (September-November, 2013)
3. Talk to other districts that have used Reeve's or McRel work for admin evaluations to see what has worked well and what changes they'd recommend (Waukee, Johnston, Saydel) (October, 2013)
4. Participate in monthly principal leadership meetings to provide ongoing and just-in-time coaching for principals, including early-in-year meeting to work on Individual Leadership Professional Development Plan (ILPDP) (Beginning in August, 2013)
5. Write up a formal annual review for a principal using the SAI document titled Principal Leadership Performance Review with a focus ISSL standards. This document will summarize monthly leadership conversations, summary of ILTPD (June, 2014)
6. Participate in summative conference with superintendent and assistant superintendents with a principal (June, 2014)

Artifacts:

1. Summary of analysis of current reality in principal eval, Reeves model, and McRel model
2. Anecdotes from monthly leadership meetings
3. Completed *Principal Leadership Performance Review*
4. Participation in a formal summative conference for a principal

Goal Statement #3 (site-based)

Expand personal knowledge of employment law and develop a manual to summarize information and how it relates to teacher evaluation around ACSD Professional Growth Model (Also listed in ISSL#3; Goal #3)

Action Steps:

1. Assist in providing professional learning around the ACSD Professional Growth Model (PGM) with administrators, teachers, and central office staff (2013-14)
2. Participate in evaluating a teacher using the new ACSD PGM (Fall, 2013)
3. Research and read current employment law (Fall, 2013)
4. Assist HR director and Ankeny Education Association (AEA) in revising and developing a manual to reflect updated changes around teacher evaluation (January, 2014)
5. Collaborate with district administrators and AEA leadership to distribute new information (Spring, 2014)

Artifacts:

1. Evidence of evaluation teacher using ACSD PGM
2. Snippet of current employment law
3. Sample of manual revisions
4. Evidence of collaboration with AEA leadership

ISSL Standard 3:   Ensuring Management of the Organization, Operations, and Resources for a Safe, Efficient, and Effective Learning Environment

Goal Statement #1 (course-designed from Funding for Student Achievement)

Attend ISFLC Track 1 (Fundamentals) and Track 9 (Development of a Working Line-Item Budget and Monthly Financial Financial Reporting

Action Steps:

1. Sign up and attend Track 1, Fundamentals of School Finance (December, 2013).
2. Sign up and attend and Track 9, Line Item Budget (February, 2013)
3. Write a reflection what was learned and how that would apply to me as a school superintendent (December, 2013; February, 2013).

Artifacts:

1. Certificate of attendance
2. Artifacts demonstrating active participation in learning

Goal Statement #2 (*Course-assigned for School Business Management*)

Examine and Analyze Current Cost of Services

Action Steps:

1. Investigate the current cost of purchasing the Lead21 Reading Resources both on an annual basis and the cost for starting a new building. (January, 2014)
2. Investigate and estimate the potential cost of setting up a new building with a solid bookroom with additional teacher resources to support literacy instruction. (January, 2014)
3. Consider cost of additional professional learning required to prepare teachers in the new building (January, 2014)
4. Determine the cost of providing each building with reading support materials (same as new building receives) and a stipend for not ordering/printing consumables.
5. Compare and contrast the above analysis to determine purchasing of reading materials for 2014-15. (February, 2014)
6.

Artifacts:

1. Financial cost projections
2. Final decision with explanation, including support from financial analysis

Goal Statement #3 (site-determined)

Expand personal knowledge of employment law and develop a manual to summarize information and how it relates to teacher evaluation around ACSD Professional Growth Model (Also listed in ISSL#2; Goal #3)

Action Steps:

1. Assist in providing professional learning around the ACSD Professional Growth Model (PGM) with administrators, teachers, and central office staff (2013-14)
2. Participate in evaluating a teacher using the new ACSD PGM (Fall, 2013)
3. Research and read current employment law (Fall, 2013)
4. Assist HR director and Ankeny Education Association (AEA) in revising and developing a manual to reflect updated changes around teacher evaluation (January, 2014)
5. Collaborate with district administrators and AEA leadership to distribute new information (Spring, 2014)

Artifacts:

1. Evidence of evaluation teacher using ACSD PGM
2. Snippet of current employment law
3. Sample of manual revisions
4. Evidence of collaboration with AEA leadership

Goal Statement #4 (site-determined)

Participate as an active member of the Board Policy Committee and initiate a policy change (Also in Standard 4; Goal #2)

Action Steps:

1. Attend Policy Committee meetings (Spring, 2014)
2. Actively contribute to conversation (Spring, 2014)
3. Develop a new policy around the process used in determining student placement into math courses (Spring, 2014)
4. Initiate proposed policy change to modify grade level students can receive math credit (Spring, 2014)
5. Vet new policy and policy change recommendations through new developed board Instruction Committee (Spring, 2014)
6. Present proposed policy and modified policy to policy committee (Spring, 2014)

Artifacts:

1. Policy meeting minutes
2. Proposal to modify math credit
3. Modified policy regarding grade level students are able to receive high school credit
4. New math policy

Goal Statement #5

(course-assigned *Funding the Educational Program for Improve Student Achievement*)

Project the Regular Program Costs and Maximum Spending Authority for the ACSD for each of the next 5 years.

Action Steps:

1. Use the 5 Year Enrollment Projection prepared in Funding Education for
   Improved Student Achievement and plug enrollments for each year into the budget calculator at www.ia sb.org. Use 0% and 2% Allowable Growth (Nov., 2013)

2. Use AEA Support Costs using the Aid & Levy worksheet (Section 4) and information from the Department of Management (www.dom.ia.us), Preliminary AEA Costs for FY 2015. Plug AEA Special Education, Media and Educational Support costs into corresponding lines of Section 4. (November, 2013)
3. Take in-district Special Education costs from Section 4 of the district's Aid & Levy worksheet. (November, 2013)
4. Total Combined District Cost for the district in Section 5 of the Aid & Levy worksheet. (November, 2013)
5. Meet with the district Board Secretary/Business Manager and project Miscellaneous Income for FY 2015. Unspent Balance for June 30, 2013. (November, 2013)
6. Add FY 2015 Combined District Cost plus projected 2015 Miscellaneous Income plus projected June 30, 2014 Unspent Balance to project Total Spending Authority for FY 2015. (November, 2013)
7. Meet with Board Secretary/Business Manager to project Total General Fund Expenditures for 2015. For subsequent years increase expenditures by 4% annually.
8. Subtract projected 2015 expenditures from 2015 Total Spending Authority to compute June 30, 2015 Unspent Balance. (November, 2013)
9. Repeat steps adding a year to all steps to project 2016, 2017, 2018, 2019 (December, 2013)
10. Report projections to the board with an Executive Summary. (Jan., 2014)

Artifact (Work Product Developed):

1. Written report of estimated program costs and spending authority for the next 5 years in
ACSD.

ISSL Standards 4:   Collaborating with Families and Community Members, Responding to Diverse Community Interests and Needs, and Mobilizing Community Resources

Goal Statement #1 (course-assigned *Power, Politics, & Ethics*)

The process used to determine math acceleration in ACSD has been controversial and inconsistent. I will research the history and develop clear guidelines that outline the process, including what to do in situations where there is push-back. (Also listed in Standard 5; Goal #1 and Standard 6; Goal #1)

Action Steps:

1. Examine ACSD acceleration process and guidelines (February, 2013)
2. Pull together a small group of administrators, curriculum coordinators to examine the process and make recommended modifications (February, 2013)
3. Present modifications to larger administrative/curriculum team (March, 2013)
4. Develop and enact a parent communication plan and provide talking points for principals/teachers (April, 2013)
5. Implement the new acceleration process (May/June, 2013)
6. Pull together small group that met at the onset to review data, feedback, and student progress to determine possible changes (January, 2014)
7. Revise guidelines and process followed for acceleration and write a board policy that will increase clarity around this issue. Vet the guidelines and policy through the board Instruction Committee (March, 2013)
8. Present the recommended board policy to the Policy Committee (March-April, 2013)

Artifacts:

1. Proposed acceleration changes
2. Conversation Starter for presentation to administrative team
3. Guidelines for parent communication
4. Letters to parents
5. Notes from follow-up meeting with proposed changes
6. Proposed policy around acceleration

Goal Statement #2 (site-determined)

Participate as an active member of the Board Policy Committee and initiate a policy change (Also in Standard 3; Goal #4 and Standard 6; Goal #2)

Action Steps:

1. Attend Policy Committee meetings (Spring, 2014)
2. Actively contribute to conversation (Spring, 2014
3. Develop a new policy around the process used in determining student placement into math courses (Spring, 2014)
4. Initiate proposed policy change to modify grade level students can receive math credit (Spring, 2014)
5. Vet new policy and policy change recommendations through new developed board Instruction Committee (Spring, 2014)
6. Present proposed policy and modified policy to policy committee (Spring, 2014)

Artifacts:

1. Policy meeting minutes
2. Proposal to modify math credit

3. Modified policy regarding grade level students are able to receive high school credit
4. New math policy

ISSL Standard 5: Acting with Integrity, Fairness, and in an Ethical Manner

Goal Statement #1 (course-assigned *Power, Politics, & Ethics*)

Identify an existing conflict or controversy, research the history, and develop a manual of the do's and don'ts as to how to handle conflict and controversy. (Also listed in Standard 4; Goal #1 and Standard 6; Goal #1)

Action Steps:

1. Examine ACSD acceleration process and guidelines (February, 2013)
2. Pull together a small group of administrators, curriculum coordinators to examine the process and make recommended modifications (February, 2013)
3. Present modifications to larger administrative/curriculum team (March, 2013)
4. Develop and enact a parent communication plan and provide talking points for principals/teachers (April, 2013)
5. Implement the new acceleration process (May/June, 2013)
6. Pull together small group that met at the onset to review data, feedback, and student progress to determine possible changes (January, 2014)

Artifacts:

1. Proposed acceleration changes
2. Conversation Starter for presentation to administrative team
3. Guidelines for parent communication
4. Letters to parents
5. Notes from follow-up meeting with proposed changes

Goal Statement #2 (site-determined)

Participate as an ad hoc member of the Bully & Harassment Task Force for the purpose of determining the role of the ethical actions and identifying themes. Participate in an investigation and assist in the development of a plan.

Action Steps:

1. Attend Bully & Harassment Task Force meetings (Spring, 2014)
2. Actively contribute to conversation (Spring, 2014)
3. Provide presentation or lead conversation around a just-in-time topic (Spring, 2014)
4. Participate in the investigation of a bullying/harassment case, assist in writing the decision, and determining the action steps (Spring, 2014)

Artifacts:

1. Task force minutes
2. Presentation or summary of conversation
3. Investigation of a bullying & harassment case, including the written decision with actions steps

ISSL Standard 6: Understanding, Responding to, and Influencing the Larger Political, Social, Economic,

Legal, and Cultural Context

Goal Statement #1 (course-assigned *Power, Politics, & Ethics*)

Identify an existing conflict or controversy, research the history, and develop a manual of the do's and don'ts as to how to handle conflict and controversy. (Also listed in Standard 4; Goal #1 and Standard 5; Goal #1)

Action Steps:

1. Examine ACSD acceleration process and guidelines (February, 2013)
2. Pull together a small group of administrators, curriculum coordinators to examine the process and make recommended modifications (February, 2013)
3. Present modifications to larger administrative/curriculum team (March, 2013)
4. Develop and enact a parent communication plan and provide talking points for principals/teachers (April, 2013)
5. Implement the new acceleration process (May/June, 2013)
6. Pull together small group that met at the onset to review data, feedback, and student progress to determine possible changes (January, 2014)

Artifacts:

1. Proposed acceleration changes
2. Conversation Starter for presentation to administrative team
3. Guidelines for parent communication
4. Letters to parents
5. Notes from follow-up meeting with proposed changes

Goal Statement #2 (site-determined)

Participate as an active member of the Board Policy Committee and initiate a policy change (Also in Standard 3; Goal #4 and Standard 4; Goal #2)

Action Steps:

1. Attend Policy Committee meetings (Spring, 2014)
2. Actively contribute to conversation (Spring, 2014
3. Develop a new policy around the process used in determining student placement into math courses (Spring, 2014)
4. Initiate proposed policy change to modify grade level students can receive math credit (Spring, 2014)
5. Vet new policy and policy change recommendations through new developed board Instruction Committee (Spring, 2014)
6. Present proposed policy and modified policy to policy committee (Spring, 2014)

Artifacts:

1. Policy meeting minutes
2. Proposal to modify math credit
3. Modified policy regarding grade level students are able to receive high school credit

4. New math policy

Internship Plan Approval Form

Signatures attached to this form indicate that all parties have been active participants in the creation and development of the Internship Plan. As the internship experience evolves, it is encouraged and understood that activities can be added to the initial plan that are deemed relevant and approved by the Lead Mentor. All attached pages to this form represent the initial plan, which the intern will follow and will be expected to develop artifacts (work products) that will demonstrate proficiencies as they relate to Iowa Standards for School Leaders (ISSL).

The signature of the district/agency official indicates that the organization is giving permission to the intern to conduct this internship within the organization structure under the supervision of the intern's Lead Mentor and University Internship Professor. Termination of this agreement between the school district and the university shall be done in writing.

Approved By:

___Ankeny Community School District_____   _____10/09/2013_____

Name of Internship School District/Agency   *Date*

_____   ___Dr. Sharon Ingebrand_____

Intern Signature   *Date*   *Print Name*

_____*10/09/2013*_____   ___Dr. Bruce A. Kimpston_____

Lead Mentor Signature   *Date*   *Print Name*

_____   _____Dr. David Else_____

Internship Professor   *Date*   *Print Name*

     Signature

Reflection Rubric
Superintendent Preparation Program

	A Well Developed	B Developed	C Emerging
Describing and informing (description)	Presents a clear picture of what took place; leaves little or nothing to chance; does not assume the reader has specifics.	Gives a general idea of pertinent events although some details are omitted, unclear, biased or inaccurate	Details are absent and the account leaves much doubt. Author assumes the reader knows a lot about the situation, editorializes without providing basis.
Informing	Seeks to discover principles, theories in-use and values which underlie and drive the described practice.	Identifies principles, theories in-use, and values which underlie and describe practice when apparent. Sometimes applies own values.	Has difficulty identifying principles, theories in use, and values although does understand they drive practice. Minimally applies own values.
Confronting (Analysis)	Analysis offers plausible and justifiable explanations of events and the author's interpretation of events.	Analysis offers some possible explanation of events but only on the surface.	Analysis is underdeveloped or absent.
	Always identifies connections or conflicts with pieces of knowledge and own ideas and beliefs.	Usually identifies connections or conflicts with pieces of knowledge and own ideas and beliefs.	Author does not or is unable to offer reasons or hypotheses concerning events.
	Asks the questions "How would I have responded?" "Is my response consistent with my values?" "Is my response most effective, efficient, and equitable?"	Asks the questions "How would I have responded?" "Is my response most effective, efficient, and equitable?"	Questioning is minimal and not focused on what he or she would do and why
Reconstructing (So what?)	Effectively points to significance of events and how they apply to him/her as a Leader of Learners, Service, and/or Change	Gives a couple or a few points about the significance of events and how they apply to him/her as a Leader of Learners, Service, and Change, but more is needed.	Does not attack issues of significance as they apply to him/herself and identifies little or no significance about how he/she arrived at this view or future implications.
	Offers questions or challenges for the future. Describes what he or she would or will do differently.	Needs to describe what he/she is going to do differently and how he/she might think differently. Offers few questions or challenges.	Has few if any ideas on how things might be done differently.
	Identifies areas for growth and steps to take for growth.	Identifies areas for growth.	Has some ideas for growth but ideas lack specificity.
	His/her professional voice reflects confidence, conviction, and commitment.	Professional voice is growing in confidence, conviction, and commitment.	Professional voice is shaky or unsure.
	Skills and Processes Developed	Skills and Processes Developed	Skills and Processes Developed
	Planning, advocating, communicating processes	Planning, advocating, communicating	Communicating process
	Visioning, analysis, questioning, organizational, evaluation, conflict resolution, writing skills are well developed.	Visioning, analysis, questioning, organizational, evaluation, conflict resolution, writing skills are developed.	Visioning and writing skills are evident. Analysis, questioning, organizational, evaluation, conflict resolution skills need to be developed.

Four Aspects of Reflective Practice:

Describing: Tells what happened and what went on in class, problems, simulations, reading, and presentations. Attempts to elicit a simple observational description of practice. May also describe what the author would do in a situation.

Informing: Seeks to discover the principles, theories in-use, and values which underlie and drive the event or practice.

Confronting: Causes the author to clarify values that would drive his/her actions. Raises questions on effectiveness, efficiency, and equity of actions and responses. Looks at consistency of response with personal and professional values.

Reconstructing: Requires consideration of options and calls for actions. Offers challenges and questions that make unseen options visible.

Through Reflection:

- Work to develop your own professional positions and your own voice.
- Look for connections or conflicts among pieces of knowledge.
- Affirm yourself by looking at areas of difficulty, building on strengths as identified by StrengthsQuest; and make progress and growth.

Proficiencies Developed:

Proficiency 1. Demonstrates continuous reflection in vision, thinking, planning, and action (Reflective Practitioner)

Proficiency 2. Engages in continuous growth to deepen understanding of self (Reflective Practitioner)

Proficiency 4. Collaboratively builds, communicates and stewards a vision (Leader of Change)

Writing Rubric
Superintendent Preparation Program

A Well Developed	B Developed	C Emerging
Paper demonstrates unusual fluency, language control and sentence variety. Addresses all points in a clear and articulate manner..	Paper adequately addresses the question, contains few to occasional writing errors but little variety or sophistication in language usage.	Paper attempts to address the question but writing errors (grammar, spelling, punctuation, word choice) obscure meaning.
Exceptional quality of content, organization and amount of detail used to support or illustrate all points.	Analysis shows adequate organization and development. Uses enough specific information and examples, including theory and research literature, to support position.	Serious problems in organization or focus; insufficient material and/or examples in support of position.
Any formatting problems are very minor.	Few to several formatting problems are present, but few to none are major.	Several formatting problems; some major.
Skills and Processes Developed	Skills and Processes Developed	Skills and Processes Developed
Planning, communicating	Planning, communicating	Communicating process
Organizational skills, communication through writing skills are well developed.	Organizational skills, communication through writing skills are developed.	Organizational skills, communication through writing skills are minimally evident or absent.

Note on Formatting:
Papers should be formatted correctly; formatting criteria include:
- Header with page number and footer with other required identification information
- 1" margins on all sides; header margin at 0.5"
- Font set to 12pt Times New Roman
- Conformity to APA VI style in citations, tables, figures, references (http://www.apastyle.org)
- Citations in text match the reference list completely
- Other formatting rules as required by mentor for particular assignments

Note on Plagiarism:
Plagiarism will result in an unsatisfactory grade for the work submitted or for the entire course and may result in academic dismissal.

Graduate Level Learning:
Professor expect graduate level learners to be able to write at a developed or well developed level.

Course Assigned Internship Activities

Power, Politics, and Ethics in School District Leadership:

ED LEAD: 7319

Course-assigned Internship

Interns will select one of the following course-assigned internship activities which becomes a part of the Internship Plan. MAY USE AS OPTION FOR SITE-DETERMINED INTERNSHIP

1. ***Examining and Engaging the Power Structure and the Underrepresented in a District***

   ISSL 6 identifies an educational leader as one who *promotes the success of all students by understanding the profile of the community by responding to, and influencing the larger political, social, economic, legal and cultural context.*

   Yet many educators, stakeholders and school leaders remain disengaged from the political and decision-making process at both the micro and macro levels. Improving teaching and student achievement requires active engagement at many levels across all walks of life. Envisioning, communicating, facilitating, and leading that effort is an essential responsibility of the superintendent.

   With this background in mind:

   a. **Examining the Power Structure & the Underrepresented**

      1. Develop a thorough and objective narrative description and overview of the sources of power and influence in the district/AEA (The Power Structure). What are important sources of power and influence? Who/what are important leaders (formal and informal) of opinion and influence?

      2. Develop a thorough and objective narrative description and overview of groups or perspectives that are not typically engaged or "heard" in the decision-making process in the district/AEA (The Underrepresented). Offer explanations as to why these groups/perspectives have been unheard or underrepresented.

      (5 pages maximum, not including photos/artifacts, if included)

   b. **Engaging the Power Structure & the Underrepresented**

      Develop a set of priorities and strategies for engaging, informing, and helping lead *both* the power structure and the underrepresented. This may include answering the following:

      • How can the superintendent/chief administrator inform, motivate, and compel collaborative goal setting and alignment of board of directors goals toward student achievement?
      • How can the superintendent/chief administrator foster active political engagement (local, state, federal) among educators, citizens, and students that will benefit student achievement and board of directors goals? (beyond newsletters and email)

- How can the superintendent/chief administrator collaborate to bring the Power Structure and the Underrepresented in closer collaboration toward engagement and enhanced student achievement?

(Five pages maximum, not including photos/artifacts if included)

* Seek input from three to five superintendents/chief administrators in your area on strategies they have developed for engaging both the underrepresented and the power structure.

(Questions to be answered: *How does the superintendent (chief administrator) get stakeholders aligned behind the district's (agency's) overarching goals? What are the critical actions a superintendent (chief administrator) must take to be a part of the community's communication structure? How do boards and superintendents (chief administrators) build powerful and purposeful community connections? How is the community power structure identified by the superintendent (chief administrator)? How can the superintendent (chief administrator) most effectively establish and lead a culture of change?*)

OR

2. ***Existing Conflict or Controversy in a District***
   All school districts are confronted by conflicts and controversy. As an intern preparing for the superintendency, identify an existing conflict or controversy and research the history of the situation and become very familiar with all sides of the issue(s). Your challenge will be to 1) develop an understanding and identify individuals, organizations, and/or groups that are influencing or trying to influence the outcome of the conflict or controversy (power structure); 2) identify the critical roles that these individuals and/or groups have in this influential process; 3) identify, if any, political issues or motives that are being used to influence the outcome of the conflict or controversy; 4) provide evidence of any scarcity of resources that have impacted the issue; 5) identify both ethical and unethical concerns that you have identified that are or have been surfacing within the conflict or controversy. As an intern in the superintendency you are to develop a manual of the do's and don'ts as to how to handle conflict and controversy as well as mediation practices that can be used in these types of situations. In addition, the intern will create a document explaining his/her personal reflection on the conflict/controversy studied with recommendations for future superintendents to consider if faced with a similar situation. **(Leader of Service)**

(Questions to be answered: *What are the critical actions a superintendent (chief administrator) must take to be a part of the community's communication structure? How do boards and superintendents (chief administrators) build powerful and purposeful community connections? How is the community power structure identified by the superintendent (chief administrator)? How does the superintendent (chief administrator) assess the existence of conditions for change in the district/AEA?*)

The student will submit a Course-Assigned Internship Reflection on the Ed Leadership Superintendency System found on MyUNIverse to verify hours spent on assignment.

Examining and Engaging the Power Structure and the Underrepresented in a District
Power, Politics and Ethics
Course-Assigned Internship Rubric

A Well Developed	B Developed	C Emerging
The purpose and the goals of the project are clearly stated.	The purpose and goals of the project are stated.	The purpose and goals of the project are unclear.
The process developed to determine the power structure in a district is clear and concise.	The process developed to determine the power structure in a district is presented but greater clarity is desired.	The process developed to determine the power structure is not clear and concise.
The steps for the process are given in appropriate sequencing.	The steps for the process are given but sequencing is unclear or absent.	The steps for the process are unclear.
Targeted groups for the process are identified and the reasons for using the identified groups are given.	Targeted groups for the process are identified.	Targeted groups for the process are not identified.
The format for reporting the findings are identified and an example given.	The format for reporting the findings is identified.	The format for reporting the findings is unclear.
The process for analyzing the data collected is clearly outlined.	The process for crunching the data collected is outlined.	The process for crunching the data is unclear.
A set of priorities and strategies for engaging both the power structure and the underrepresented in goal setting, political involvement, and collaboration is logical, appropriate and sequenced.	Priorities are presented but lack clarity. The power structure and the underrepresented are also unclear.	This section lacks clarity and sequencing is not identified.
████████████████████████	████████████████████████	████████████████████████
Skills and Processes Developed	Skills and Processes Developed	Skills and Processes Developed
Data collection, data analysis, communication, problem-solving, technology, technical fiscal, stewardship, questioning, visioning, decision making, planning, organizational and action research skills are well developed.	Data collection, data analysis, communication, problem-solving, technology, technical fiscal, stewardship, questioning, visioning, decision making, planning, organizational and action research skills are developing.	Data collection, data analysis, communication, problem-solving, technology, questioning, decision- making, planning and action research skills are emerging but stewardship and organizational skills are not evident.

Exit Proficiencies Developed:

Exit Proficiency 1: Demonstrates continuous reflection in vision, thinking, planning, and action (Reflective Practitioner)

Exit Proficiency 3: Demonstrates quality interactions with others (reflective practitioner)

Exit Proficiency 5: Communicates effectively in appropriate ways (Leader of Change)

Exit Proficiency 8: Uses multiple sources of data (Leader of Learners)

Exit Proficiency 11: Applies and assesses technologies for management and monitoring (Leader of Learners)

Exit Proficiency 12: Promotes, honors and values diversity (Leader of Service)

Exit Proficiency 13: Engages the community to create a sustained shared responsibility (Leader of Service)

Examining and Engaging the Power Structure and the Underrepresented in a District
Power, Politics and Ethics
Course-Assigned Internship Rubric

A Well Developed	B Developed	C Emerging
A plan to get stakeholders aligned behind the district's (agency's) overarching goals is clear and presented.	A plan to get stakeholders aligned behind the district's (agency's) overarching goals is presented.	A plan to get stakeholders aligned behind the district's (agency's) overarching goals is unclear.
The critical actions a superintendent must take to be a part of the community's communication structure are outlined and presented.	The critical actions a superintendent must take to be a part of the community's communication structure are in the process of being outlined and presented.	The critical actions a superintendent must take to be a part of the community's communication structure are unclear.
An action plan describing how the board and superintendent will build powerful and purposeful community connections is concise and presented.	An action plan describing how the board and superintendent will build powerful and purposeful community connections is presented.	An action plan describing how the board and superintendent will build powerful and purposeful community connections is unclear.
The process to identify the community power structure is identified.	The process to identify the community power structure is developing.	The process to identify the community power structure is unclear.
A plan for the superintendent to collaborate to bring the power structure and the underrepresented in closer collaboration toward engagement and enhanced student achievement is concisely presented.	A plan for the superintendent to collaborate to bring the power structure and the underrepresented in closer collaboration toward engagement and enhanced student achievement is presented.	A plan for the superintendent to collaborate to bring the power structure and the underrepresented in closer collaboration toward engagement and enhanced student achievement is unclear.
Skills and Processes Developed	Skills and Processes Developed	Skills and Processes Developed
Data collection, data analysis, communication, problem-solving, technology, technical fiscal, stewardship, questioning, visioning, decision making, planning, organizational and action research skills are well developed.	Data collection, data analysis, communication, problem-solving, technology, technical fiscal, stewardship, questioning, visioning, decision making, planning, organizational and action research skills are developing.	Data collection, data analysis, communication, problem-solving, technology, questioning, decision- making, planning and action research skills are emerging but stewardship and organizational skills are not evident.

Exit Proficiencies Developed:

Exit Proficiency 12: Promotes, honors and values diversity
(Leader of Service)

Exit Proficiency 13: Engages the community to create a sustained shared responsibility
(Leader of Service)

Exit Proficiency 14: Applies understanding of the broader context
(Leader of Service)

Exit Proficiency 15: Nurtures relationships
(Leader of Service)

Existing Conflict or Controversy In a District
Power, Politics and Ethics
Course-assigned Internship Rubric

A Well Developed	B Developed	C Emerging
Identify an existing conflict or controversy and research the history of the situation and become very familiar with all sides of the issue(s) and present the data in a usable format.	Identify an existing conflict or controversy and research the history of the situation and become very familiar with all sides of the issue(s) and present the data in a usable format; is in the developmental stages.	Identify an existing conflict or controversy and research the history of the situation and become very familiar with all sides of the issue(s) and present the data in a usable format; is not evident.
Identify individuals, organizations and/or groups that are influencing or trying to influence the outcome of the conflict or controversy (power structure).	Identify individuals, organizations, and/or groups that are influencing or trying to influence the outcome of the conflict or controversy (power structure); identification of groups and controversy developing.	Identify individuals, organizations, and/or groups that are influencing or trying to influence the outcome of the conflict or controversy (power structure); is unclear.
Identify the critical roles that these individuals and/or groups have in this influential process.	Identify the critical roles that these individuals and/or groups have in this influential process; in progress.	Identify the critical roles that these individuals and/or groups have in this influential process; unclear.
Identify any political issues or motives that are being used to influence the outcome of the conflict or controversy.	Identify any political issues or motives that are being used to influence the outcome of the conflict or controversy. Not all issues are identified.	Identify any political issues or motives that are being used to influence the outcome of the conflict or controversy. No issues are identified.
Provide evidence of any scarcity of resources that have impacted the issue.	Provide evidence of any scarcity of resources that have impacted the issue. (In progress)	Provide evidence of any scarcity of resources that have impacted the issue. Not evident.
Identify both ethical and unethical concerns that you have identified that are or have been surfacing within the conflict or controversy.	Identify both ethical and unethical concerns that you have identified that are or have been surfacing within the conflict or controversy. In development.	Identify both ethical and unethical concerns that you have identified that are or have been surfacing within the conflict or controversy.
Develop a manual of the do's and don'ts as to how to handle conflict and controversy as well as mediation practices that can be used in these types of situations.	Manual still needs development.	Manual not clear and incomplete.
Create a document explaining your personal reflection on the conflict/controversy studied with recommendations for future superintendents to consider.	Document is in the development stage and lacks deep reflection and recommendations.	Document is unclear and unacceptable.
Skills and Processes Developed	Skills and Processes Developed	Skills and Processes Developed
Data collection, data analysis, communication, problem-solving, technology, technical fiscal, stewardship, questioning, visioning, decision making, planning, organizational and action research skills are well developed.	Data collection, data analysis, communication, problem-solving, technology, technical fiscal, stewardship, questioning, visioning, decision making, planning, organizational and action research skills are developing.	Data collection, data analysis, communication, problem-solving, technology, questioning, decision-making, planning and action-research skills are emerging but stewardship and organizational skills are not evident.

Exit Proficiencies Developed:

Exit Proficiency 1: Demonstrates continuous reflection in vision, thinking, planning, and action (Reflective Practitioner)

Exit Proficiency 3: Demonstrates quality interactions with others (Reflective practitioner)

Exit Proficiency 6: Resolves problems and conflicts (Leader of Change)

Exit Proficiency 8: Uses multiple sources of data (Leader of Learners)

Exit Proficiency 14: Applies understanding of the broader context (Leader of Service)

Exit Proficiency 15: Nurtures relationships (Leader of Service)

<div align="center">**Leading, Teaching, Learning and Assessment**</div>

<div align="center">**ED LEAD: 7315**</div>

Course-assigned Internship

Interns will select one of the following course-assigned internship activities which becomes a part of the Internship Plan.

1. ***Plan for Professional Development for the Board***
   Using the research and information shared during class as well as Board development resources found on the IASB website, develop a plan to align district achievement goals and provide professional development for board members.
   The plan should construct professional development around the Standards for Effective Board Members but more importantly, around board commitment to raising student achievement. The plan should also include strategies for getting the community to embrace goals and minimize disagreement (conflict) on goals.

   (Questions to be answered: *How does the superintendent (chief administrator) engage the school community in identifying district (agency) needs and setting goals? How does the superintendent/chief administrator get stakeholders aligned behind the district's overarching goals? How does the superintendent (chief administrator) build board of education commitment to high levels of student achievement? How can the superintendent (chief administrator) most effectively establish and lead a culture of change? How does the superintendent (chief administrator) connect with the board on accountability and student achievement?)*

   <div align="center">*OR*</div>

2. ***Strategic Plan to Help Building Level Administrators Meet Student Achievement Goals***
   Interns will familiarize themselves with the most recent standardized assessment results. Identify a content area of assessment (i.e. math problem solving, reading for comprehension, etc.) and understand the implications of an included item test analysis for that content area. They will then develop a strategic plan to help building level administrators meet current goals for the identified content area. The plan should reflect district student achievement priorities while focusing on individual building needs and possible initiatives that would then drive professional development for staff.

   Interns must keep in mind that effective strategic plans incorporate the following: Where are we now? What do we have to work with? Where do we want to be (i.e. identification of measurable goals)? And how do we get there?

   Working with building level administrators and modeling instructional leadership, how are specific tasks and responsibilities identified and delegated? Will standardized assessment results be the only evaluation system used to identify success or failure?

(Questions to be answered: *How does the superintendent (chief administrator) architect the direction for the district (agency) and the conditions to get there? How does the superintendent (chief administrator) get stakeholders aligned behind the district's (agency's) overarching goals? How does the superintendent (chief administrator) articulate the research proven instructional strategies advanced through professional development for teachers and principals? How does the superintendent (chief administrator) get people in schools to do the right work? How does the superintendent (chief administrator) establish accountability and ownership of student performance among principals and teachers? How does the superintendent (chief administrator) establish a climate of learning and monitor goals for achievement and instruction?)*

The student will submit a Course-Assigned Internship Reflection on the Ed Leadership Superintendency System found on MyUNIverse to verify hours spent on assignment.

Plan for Professional Development of the Board,
Leading, Teaching, Learning and Assessment
Course-assigned Internship

A Well Developed	B Developed	C Emerging
Evidence of a well developed plan for professional development of the board leading to board commitment to raising student achievement in the district and building community support	Evidence of a developed plan for professional development of the board leading to board commitment to raising student achievement in the district and building community support	Evidence demonstrates an emerging understanding of planning for professional development of the board; limited ability to build board commitment to raising student achievement and community support
The current culture and conditions within the school district that contribute to productive change are clearly described, and the systems of beliefs that both enhance and inhibit change are identified.	The current culture and conditions within the school district that contribute to productive change are described, and some of the systems of beliefs that both enhance and inhibit change are identified.	Current culture and conditions are addressed but are not related to productive change. Beliefs are cited but are not directly linked to the change process.
The plan articulates a well-developed process for identifying and reaching agreement with the board president on the current conflict in the district; the process includes data collection from multiple sources reflective of a Leader of Learners, and consensus building strategies.	The plan articulates a developed process for identifying and reaching agreement with the board president on the current conflict in the district; the process includes data collection from a minimal number of sources reflective of a Leader of Learners; consensus-building strategies reflect a basic understanding of consensus.	Conflict in the district is described but there is no process for reaching agreement with the board president on current conflict; some data collection is evident from one or two sources. Consensus building strategies are absent or strategies presented are not clearly explained as to how they relate to consensus building.
The plan reflects a Leader of Change who understands the stages of concern in the change process and is able to specifically relate stages of concern to the political environment the board faces in the community.	The plan reflects a Leader of Change who has a basic understanding of the stages of concern in the change process and is able to generally relate stages of concern to the political environment the board faces in the community.	Stages of concern are identified but are not applied to the political climate the board faces in the community.
The plan reflects a Leader of Service who facilitates the growth of the board through professional development that is focused and consistent with the Iowa professional Development Model.	The plan reflects a Leader of Service who facilitates the growth of the board through professional development that is focused and contains elements of the Iowa Professional Development Model.	The plan reflects a Leader who facilitates the growth of the board through professional development.
Well-developed board advocacy strategies that focus on policy development, resource allocation and community engagement are presented; strategies are sequenced and have specific timelines for implementation.	Developed board advocacy strategies that focus on policy development, resource allocation and community engagement are presented.	Board advocacy strategies are presented but inadequately addresses or addresses only one of the following: policy development, resource allocation or community engagement.
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Skills and Processes Developed	Skills and Processes Developed	Skills and Processes Developed
Planning, communicating, monitoring, supporting, and advocating	Planning, communicating, monitoring, supporting, and advocating	Planning, communicating,
Interaction, collaboration, data collection, data analysis, reflection, organization, questioning, consensus building, political skills are well developed.	Interaction, collaboration, data collection, data analysis, reflection, organization, questioning, consensus building, political skills are developed.	Interaction, data collection, organization skills are developed. Collaboration, data analysis, reflection, questioning, consensus building, and political skills are emerging or not evident.

Exit Proficiencies Developed:

Exit Proficiency 3: Demonstrates quality interactions with others (Reflective practitioner)

Exit Proficiency 4. Collaboratively builds, communicates and stewards a vision
(Leader of Change)

Exit Proficiency 5: Communicates effectively in appropriate ways (Leader of Change)

Exit Proficiency 6: Resolves problems and conflicts (Leader of Change)

Exit Proficiency 7: Collaboratively creates an active culture of high expectations
(Leader of Learners)

Exit Proficiency 8: Uses multiple sources of data (Leader of Learners)

Exit Proficiency 13: Engages the community to create and sustain shared responsibility
(Leader of Service)

Exit Proficiency 14: Applies understanding of broader context (Leader of Service)

Strategic Plan to Help Building Level Administrators Meet Student Achievement Goals
Leading Teaching, Learning and Assessment
Course-assigned Internship Rubric

A Well Developed	B Developed	C Emerging
Evidence of a well-developed and detailed strategic plan that will assist building level administrators to meet current AYP goals for the targeted content area.	Evidence of a developed strategic plan that will assist building level administrators to meet current AYP goals for the targeted content area.	Lack of evidence of a developed strategic plan that would assist building level administrators to meet current goals for targeted area.
Clear, logical and detailed explanation of standardized assessment data analysis and justification for selecting additional data for analysis. Plan includes who, how and timeframe and the action is data driven. Plan outlines the identified and delegated responsibilities and goals that are measurable, achievable, relevant, and time sensitive that are responsive to district needs and considers individual building needs. Data analysis and action plan clearly drive professional development. Plan identifies a system of monitoring results for continuous improvement.	Clear explanation of standardized assessment data analysis and justification for selecting additional data for analysis. Plan includes who, how and timeframe and the action is data driven. Plan outlines the identified and delegated responsibilities and goals that are measurable, achievable, relevant, and time sensitive that are responsive to district needs and considers individual building needs. Data analysis and action plan drive most professional development. Plan identifies a system of monitoring results for continuous improvement.	Plan fails to explain standardized assessment data analysis process, appears disconnected to measurable goals and professional development. Inadequate or undefined system for monitoring progress.
███████████████████	███████████████████	███████████████████
Skills and Processes Developed	Skills and Processes Developed	Skills and Processes Developed
Creatively uses technology to access and share data Very effectively demonstrates strategies needed for collaboration Actively seeks differences in perspective Demonstrates a highly efficient capacity to use qualitative and quantitative data with appropriate research methods Uses relevant and essential questioning Decision-making consistently based on variety of data sources and inferences from data that is transparent.	Uses technology to access and share data Demonstrates strategies needed for collaboration Seeks differences in perspective Able to use qualitative and quantitative data with appropriate research methods Uses essential questioning Decision-making based on several data sources and inferences from data is transparent.	Uses little or no technology to access or share data No clear indication of collaborative strategies Seeks just only one or only the majority's perspective Questions seem irrelevant and non-essential Decision-making lacks data and inferences from data closed to stakeholders.

Exit Proficiencies Developed:

Exit Proficiency 2: Engages in continuous growth to deepen understanding of self (Reflective Practitioner)

Exit Proficiency 3: Demonstrates quality interactions with others (Reflective Practitioner)

Exit Proficiency 4: Collaboratively builds, communicates and stewards a vision (Leader of Change)

Exit Proficiency 5: Communicates effectively in appropriate ways (Leader of Change)

Exit Proficiency 6: Resolves problems and conflicts (Leader of Change)

Exit Proficiency 7: Collaboratively creates an active culture of high expectations (Leader of Learners)

Exit Proficiency 8: Uses multiple sources of data (Leader of Learners)

Exit Proficiency 9: Balances management and leadership that centers on learning (Leader of Learners)

Exit Proficiency 16: Develops and implements change (Leader of Learners)

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Educational Leadership and Systems Change:

ED LEAD: 7311

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Course-assigned Internship

Interns will select one of the following course-assigned internship activities which becomes a part of the Internship Plan.

1. ***Rapid Ethnic Diversification***

    Assume that your district/AEA has or soon will experience rapid ethnic diversification. Based on background information presented by Dr. Mark Grey, Director of ICILI and the superintendent serving in a diverse district (critical friend), develop a systems-wide approach to address this change. Consider the following factors in addressing the change:

    > **Local Context**: Based on community research, provide an overview of the historic demographics of the community (racial/ethnic, religious, socio-economic, etc.). Also consider factors such as geographic location, population, urbanicity, employment patterns, community stability, local political climate, etc. (2-3 pages)
    > **Research and Preparation**: Using primary and secondary sources, compile general cultural characteristics of a particular ethnic/cultural group that has or is projected to arrive in the district. (Remember that different regions of a particular nation may not share an identical culture. For example, great variations may be found among different Latino traditions.) (2-3 pages)
    > **Essential Questions and Considerations**: The foremost responsibility of the superintendent/chief administrator as educational leader is the achievement of all students. In order for the new students to experience academic success, the district/AEA must have thoughtfully prepared.

    Based on the information collected, formulate a thorough list of essential questions and considerations that must be addressed by the district/AEA and community in order to ensure quality learning of all students. Also identify key individuals in the school/AEA/community who should be involved in the process and why. Describe how the superintendent will lead this initiative. (3-5 pages)

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OR

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2. ***Student Achievement Initiative***

    Based on an analysis of student achievement data, identify a student achievement improvement initiative in the district to be implemented. Determine if the initiative is a first or second order change and provide evidence that supports your assertion. Build a plan for implementing the initiative with emphasis on the "How Tos" and lead implementation of one of the superintendent responsibilities and its selected practices.

(**Questions to be answered**: *How does the superintendent (chief administrator) get people in schools to do the right work? How does the superintendent (chief administrator) establish accountability and ownership of student performance among principals and teachers? How can the superintendent (chief administrator) most effectively establish and lead a culture of change? How does the superintendent (chief administrator) assess the existence of conditions for change in a district (agency)?*)

The student will submit a Course-Assigned Internship Reflection on the Ed Leadership Superintendency System found on MyUNIverse to verify hours spent on assignment.

Rapid Ethnic Diversification Activity
Leadership and Systems Change
Course-assigned Internship Rubric

A Well Developed	B Developed	C Emerging
Evidence of a well-developed process showing a system-wide approach to address a change within the school community	Evidence of a developed process showing a system-wide approach to address a change within the school community	Evidence demonstrates an emerging knowledge of a system-wide approach to address a change within the school community
Intern demonstrates an extensive knowledge of the local context based on community research.	Intern demonstrates a knowledge of the local context based on community research.	Intern does not demonstrate an acceptable knowledge of the local context based on community research.
Intern provides extensive evidence of ability to use primary and secondary research sources to compile general cultural characteristics of a particular ethnic/cultural group that is projected to arrive in the district.	Intern provides evidence of ability to use primary and secondary research sources to compile general cultural characteristics of a particular ethnic/cultural group that is projected to arrive in the district.	Intern provides limited ability to use primary and secondary research sources to compile general cultural characteristics of a particular ethnic/cultural group that is projected to arrive in the district.
Intern provides extensive evidence of providing appropriate questions and considerations that must be addressed by the district and community in order to ensure quality learning for all students.	Intern provides evidence of providing questions and considerations that must be addressed by the district and community in order to ensure quality learning for all students.	Intern demonstrates limited evidence of providing appropriate questions and considerations that must be addressed by the district and community in order to ensure quality learning for all students.
Intern provides and/or demonstrates a detailed and highly collaborative planning process that identifies key individuals in the school/community who should be involved in the change process.	Intern provides and demonstrates a collaborative planning process that identifies key individuals in the school/community who should be involved in the change process.	Intern does not provide and/or demonstrate an acceptable collaborative planning process that identified key individuals in the school/community who should be involved in the change process.
Intern provides a detailed process on how the superintendent will lead the change initiative.	Intern provides evidence on how the superintendent will lead the change initiative.	Intern does not provide or provided a limited process on how the superintendent will lead the change initiative.
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Skills and Processes Developed	Skills and Processes Developed	Skills and Processes Developed
Planning, communication, monitoring and supporting.	Planning, communication, monitoring and supporting.	Planning, communication, monitoring and supporting.
Interpersonal/interaction skills, collaboration skills, data analysis and engaging skills, relationship building skills, questioning skills, conversation creating skills, planning, organizing and implementation skills, problem-solving and decision-making skills, facilitation and consensus building skills and technological skills were well developed.	Interpersonal/interaction skills, collaboration skills, data analysis and engaging skills, relationship building skills, questioning skills, conversation creating skills, planning, organizing and implementation skills, problem-solving and decision-making skills, facilitation and consensus building skills and technological skills were developed.	Interpersonal/interaction skills, collaboration skills, data analysis and engaging skills, relationship building skills, questioning skills, conversation creating skills, planning, organizing and implementation skills, problem-solving and decision-making skills, facilitation and consensus building skills and technological skills were emerging.

Student Achievement Initiative Educational Leadership and Systems Change
Course-assigned Rubric

A Well Developed	B Developed	C Emerging
Evidence of a well-developed process showing intern's ability to identify a first or second order change initiative	Evidence of a developed process showing intern's ability to identify a first or second order change initiative	Evidence demonstrates an emerging knowledge of identifying a first or second order change initiative
Intern demonstrates an extensive knowledge of the research of specific leadership responsibilities.	Intern demonstrates knowledge of the research of specific leadership responsibilities.	Intern does not demonstrate an acceptable knowledge of the research of specific leadership responsibilities.
Intern provides extensive evidence of ability to apply the research on superintendent responsibilities and selected practices correlated with student achievement.	Intern provides evidence of ability to apply the research on superintendent responsibilities and selected practices correlated with student achievement.	Intern provides limited evidence of ability to apply the research superintendent responsibilities and selected practices correlated with student achievement.
Intern provides extensive evidence of providing a plan for implementation with emphasis on the "How Tos."	Intern provides evidence of leading the implementation of one of the superintendent responsibilities and its selected practices.	Intern does not provide evidence of leading the implementation of superintendent responsibilities and its selected practices.
████████	████████	████████
Skills and Processes Developed	Skills and Processes Developed	Skills and Processes Developed
Monitoring, planning, implementing and supporting processes were well developed.	Monitoring, planning, implementing and supporting processes were developed.	Monitoring, planning, implementing and supporting processes were emerging.
Interpersonal/interaction skills, collaboration skills, data analysis and engaging skills, relationship building skills, questioning skills, conversation creating skills, planning, organizing and implementation, evaluation and decision-making skills, facilitation and consensus building skills and technological skills were well developed.	Interpersonal/interaction skills, collaboration skills, data analysis and engaging skills, relationship building skills, questioning skills, conversation creating skills, planning, organizing and implementation, evaluation and decision-making skills, facilitation and consensus building skills and technological skills were developed.	Interpersonal/interaction skills, collaboration skills, data analysis and engaging skills, relationship building skills, questioning skills, conversation creating skills, planning, organizing and implementation, evaluation and decision-making skills, facilitation and consensus building skills and technological skills were emerging.

Funding the Educational Program for Improved Student Achievement
ED LEAD: 7340

Course-assigned Internship

Interns will complete one of the following course-assigned internship activities which becomes part of their Internship Plan.

1. *Seven Year Projection Report*

Utilizing data from your own district (or a district you select) students will develop a Seven-Year Enrollment and Projection Report. The report will encompass a seven-year span. It will include a three-year (at a minimum) historical report of enrollment trends. In addition to the historical trend data, the report will include a four-year projection based on the observed financial trends and enrollment projections.

Critical Data that must be incorporated include:

- Certified Enrollment (actual and projections)
- Open Enrollment In / Open Enrollment Out (actual and projections)
- Other factors impacting enrollment (if any)
- Review of growth or decline in enrollment trends and the potential impact on Regular Program Cost– ("New Money" / "Budget Guarantee")
- Review of Current Staffing Levels – Recommendations for Adding or Reducing Staff.

(Questions to be answered: *What critical information can be extracted from the trends observed and how can this be reported in a clear and concise manner to the board and district stakeholders? What steps would you recommend to address any of the challenges identified in the Seven-Year Report? What are the critical roles of the superintendent throughout this process that will allow for transparency and engagement of the board, the staff and the patrons of the school district?)*

OR

2. *Attend ISFLC Track 33 "Contemporary Issues in School Finance"*

The student will submit a Course-Assigned Internship Reflection on the Ed Leadership Superintendency System found on MyUNIverse to verify hours spent on assignment

Seven Year Projection Report
Funding the Education Program for Improved Student Achievement
Course-assigned Internship Rubric

A Well Developed	B Developed	C Emerging
Evidence of well-developed understanding of projecting staffing needs to meet district student achievement goals based on Seven Year Projection .	Evidence of developed understanding of projecting staffing needs to meet district student achievement goals based on Seven Year Projection .	Evidence of emerging or limited understanding of projecting staffing needs to meet student achievement goals based on Seven Year Projection
Seven Year Projections are accurate and reflect changes in enrollment, regular program district costs, miscellaneous income and unspent balance.	Seven Year Projections are accurate and reflect changes in enrollment, regular program district costs, miscellaneous income, and unspent balance.	Seven Year Projections reveal minor errors but reflect changes in enrollment, regular program district costs, miscellaneous income and unspent balance.
Data collected shows current staffing patterns as well as changes in staffing patterns over the last five years. Working with others collaboratively to collect data is evidence of a Leader of Service.	Data collected shows current staffing patterns however greater clarity in staffing patterns over the past five years is required. Working with others to collect data is evidence of a Leader of Service.	Data collection shows current staffing patterns however staffing patterns over the past five years are incomplete or poorly organized.
District student achievement goals are clearly stated and staffing priorities are explicit based on district goals reflecting a Leader of Learners who clearly understands that staffing impacts student achievement.	District student achievement goals are stated and staffing priorities show adequate reflection of district goals reflecting a Leader of Learners who clearly understands that staffing impacts student achievement.	District student achievement goals are stated but staffing priorities are not clear or do not clearly reflect district goals.
Recommendations for staffing are clearly in alignment with staffing priorities and state consistency with Iowa law.	Recommendations for staffing are in alignment with staffing priorities and, although not clearly stated, are consistent with Iowa law.	Recommendations for staffing are minimally aligned with staffing priorities or alignment is not evident.
Funding options to meet staffing recommendations are exhaustive, including actions to take pressure off the General fund; procedures for passage of funding options are explained evidencing a Leader of Change who uses information to identify needs. A Leader of Service maximizes resources to ensure optimal student learning.	Funding options to meet staffing recommendations demonstrate an understanding of options available to the district and procedures for passage of funding options are explained evidencing a Leader of Change who uses information to identify needs. A Leader of Service commits resources to ensure student learning.	Funding options are cited but are not complete and procedures for passage of options are minimally explained.
Skills and Processes Developed	Skills and Processes Developed	Skills and Processes Developed
Data collection, data analysis, communication, problem-solving, technology, technical fiscal, stewardship, questioning, visioning, decision making, planning, organizational and action research skills are well developed.	Data collection, data analysis, communication, problem-solving, technology, technical fiscal, stewardship, questioning, visioning, decision making, planning, organizational and action research skills are developing.	Data collection, data analysis, communication, problem-solving, technology, questioning, decision- making, planning and action-research skills are emerging, but stewardship and organizational skills are not evident.

Exit Proficiencies Developed:
Exit Proficiency 2: Engages in continuous growth to deepen understanding of self (Reflective Practitioner)

Exit Proficiency 8: Uses multiple sources of data (Leader of Learners)

Exit Proficiency 9: Balances management and leadership that centers on learning (Leader of Learners)

Exit Proficiency 10: Implements fiscal policies and actions that ensure equitable financial allocation of resources (Leader of Learners)

Exit Proficiency 11: Applies and assesses technologies for management and monitoring (Leader of Learners)

Exit Proficiency 16. Develops and implements change (Leader of Learners)

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Evaluation of Administrators:
ED LEAD 7318

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Course-assigned Internship
Interns will complete the following course-assigned internship activity which becomes a part
of the internship plan.
Analyze the Existing Conditions and the Process by Which Administrators are Evaluated You have just
accepted a superintendency of an Iowa school district which has two central office administrators and five
building level administrators. The central office administrators have been in the district a number of years and
are very familiar with the existing system, climate and culture of both the system and community. The
building administrators have varied experience and length of service in the district. Historically the
administrators have not been formally evaluated by the superintendent.

Your challenge is to work with a district to:
- Analyze the existing conditions and the process by which administrators are evaluated;
- Thoroughly research existing best practices of administrative evaluations;
- Demonstrate knowledge of the Iowa Standards for School Leaders (ISSL);
- Practice coaching skills with individuals who are meeting district expectations as well as those
  in need of assistance;
- Participate in the evaluation of an administrator by providing feedback and support;
- Develop an individual professional development plan in collaboration with an administrator.

As you work toward these outcomes you are to develop performance target artifact examples for
administrators that show evidence of their effectiveness in the following areas:
- Visionary Leadership (Shared Vision)
- Instructional Leadership (Culture of Learning)
- Management Leadership (Management)
- Collaborative Leadership (Family and Community)
- Ethical Leadership (Ethics)
- Political Leadership (Societal Context)

(**Questions to be answered**: *How does the superintendent (chief administrator) architect the direction for the
district (agency) and the conditions to get there? How does the superintendent (chief administrator) get
stakeholders aligned behind the district's (agency's) overarching goals? How does the superintendent (chief
administrator) build board of directors commitment to high levels of student achievement? How does the
superintendent (chief administrator) articulate the research proven instructional strategies advanced
through professional development to teachers and principals? How does the superintendent (chief
administrator) connect with the board on accountability and student achievement? How does the
superintendent (chief administrator) demonstrate educational leadership through the principal evaluation
process? How does the superintendent (chief administrator) establish a climate of learning and monitor
goals for achievement and instruction?*)

**The student will submit a Course-Assigned Internship Reflection on the Ed Leadership
Superintendency System found on MyUNIverse to verify hours spent on assignment.**

Analyze the Existing Conditions and the Process by Which Administrators are Evaluated
Evaluation of Administrators
Course-assigned Internship Rubric

A	B	C
Evidence of a well-developed process showing ability to plan and complete a conference with an administrator reflecting district student achievement priorities.	Evidence of a developed process showing ability to plan and complete a conference with an administrator reflecting district student achievement priorities.	Evidence demonstrates an unclear understanding of planning and conferencing process reflecting district student achievement priorities.
Intern demonstrated extensive knowledge of the Iowa Standards for School Leaders.	Intern demonstrated knowledge of the Iowa Standards for School Leaders.	Intern did not demonstrate an acceptable knowledge of the Iowa Standards for School Leaders.
Intern provided extensive evidence of comprehensive coaching skills including supportive/facilitative, directive/instructional and collaborative questioning techniques.	Intern provided evidence of appropriate coaching skills including supportive/facilitative, directive/instructional and collaborative questioning techniques.	Intern provided limited ability of appropriate coaching skills including supportive/facilitative, directive/instructional and collaborative questioning techniques.
Intern provided extensive evidence of providing appropriate feedback and support.	Intern provided evidence of providing appropriate feedback and support.	Intern provided limited evidence of providing appropriate feedback and support.
Intern provided and demonstrated a detailed and highly collaborative planning of a professional development plan with an administrator.	Intern provided and demonstrated a collaborative planning of a professional development plan with an administrator.	Intern did not provided and/or demonstrated an acceptable collaborative planning process for a professional development plan with an administrator.
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Skills and Processes Developed	Skills and Processes Developed	Skills and Processes Developed
Monitoring, planning, implementing and supporting.	Monitoring, planning, implementing and supporting.	Monitoring, planning, implementing and supporting.
Interpersonal/interaction, collaboration, data analysis, relationship building, questioning, conversation creating, planning, organizing, implementation, evaluation, decision-making, facilitation, consensus building, technological and engaging skills were well developed.	Interpersonal/interaction, collaboration, data analysis, relationship building, questioning, conversation creating, planning, organizing, implementation, evaluation, decision-making, facilitation, consensus building, technological and engaging skills were developed.	Interpersonal/interaction, collaboration, data analysis, relationship building, questioning, conversation creating, planning, organizing, implementation, evaluation, decision-making, facilitation, consensus building, technological and engaging skills were emerging.

Exit Proficiencies Developed:

Exit Proficiency 2: Engages in continuous growth as moral/ethical leader
(Reflective Practitioner)

Exit Proficiency 3: Demonstrates impartiality, sensitivity, and ethical considerations in interactions with others
(Reflective Practitioner)

Exit Proficiency 4: Collaboratively builds and communicates a vision that reflects the needs of students (Leader of Change)

Exit Proficiency 9: Balances management and leadership that center on learning
(Leader of Learners)

Human Resource Administration
ED LEAD: 7310

Course-assigned Internship

Interns will select one of the following course-assigned internship activities which becomes a part of the Internship Plan.

1. ***Development of a District Plan for Recruitment, Screening, Selection, Induction, Mentoring and Professional Development of New Staff***
   Human Resource Administration is one of the most complex and yet rewarding components of the superintendency. Through thorough, in-depth review of applicants, an administrator is able to make a direct impact upon the quality of education in his/her school district by hiring highly qualified staff.

   Two of the most pressing problems facing school districts are human resources planning and fluctuating pupil enrollments. Based upon projected student enrollment for your district for the next five years, develop a plan for recruitment, screening, selection, induction, mentoring, and professional development for anticipated new staff members to your district. Your staffing projections should also include staff turnover due to retirement, transfer, relocation, over-staffing and attrition. The professional development plan you put in place should align with the Iowa Professional Development Model.

   (Questions to be answered: What information needs to be collected and analyzed to develop a forecast of personnel needs for the next five years? After a review of the school district policies and regulations, what changes or new policies need to be recommended to meet the needs of the personnel forecast? What are the personnel needs of the district for the next five years? What is your recruitment plan for the district? How will you screen and select candidates to meet the district needs? What will be the induction and mentoring program for candidates selected? What will be the professional development plan for anticipated new staff members in the district? *How does the superintendent or chief administrator get people in schools to do the right work? How does the superintendent or chief administrator establish accountability and ownership of student performance among principals and teachers? How can the superintendent or chief administrator most effectively establish and lead a culture of change? What resources do boards have and how can they best commit them to impact student achievement*)

   OR

2. ***Preparing a Written Report to the School Board Concerning a Complaint or Grievance that was Filed Against the District and Prepare a Manual***
   Throughout your experience as a superintendent or chief administrator, you will be exposed to conflict. It is possible to manage it without it causing lasting damage to teacher morale or productivity. In a diverse democracy people hold strongly to views that are often divergent. In such a system it is not hard to see why conflict is so common. Conflicts take place between individuals or groups or between an individual and a group and arise from disagreements regarding values,

responsibilities, and ways of doing things, as well as competition for scarce resources. When conflict cannot be resolved inside the district or organization, various types of litigation may occur which include Civil Rights Complaints (hiring discrimination complaint), Workers Compensation complaints (employee injury in the workplace) and Contractual Grievances.

You are assigned to select one type of complaint or grievance which has been filed against your district or organization and has gone to an arbitrator or district court. You are to research, analyze and develop the substance of the complaint; identify individuals, organizations and/or groups trying to influence the outcome of complaint; identify the critical roles that these individuals and/or groups have in this process; identify ethical concerns related to the conflict; determine how the district and the complaining individual or group prepared for the hearing/arbitration; and clarify the findings of the case. Offer written recommendations to the Board and define what steps you are recommending to the superintendent or chief administrator in order to avoid complaints in the future.

(Questions to be answered: *What data needs to be collected? What data analysis needs to be conducted? What communication strategies will be needed to work with the complaining parties? What is the school district's/AEA's plan for handling these personnel problems in the future? What resources does the district/AEA have to solve these personnel issues? How does the superintendent or chief administrator architect the direction for the district or agency and the conditions to get there? How can the superintendent or chief administrator most effectively establish and lead a culture of change?*)

OR

3. *Attend ISFLC Track 31 "Employment Law"*

The student will submit a Course-Assigned Internship Reflection on the Ed Leadership Superintendency System found on MyUNIverse to verify hours spent on assignment.

Development of a District Plan for Recruitment, Screening, Selection, Induction, Mentoring and Professional Development of New Staff
Human Resources Administration Course-assigned Internship Rubric

A	B	C
Evidence of well-developed understandings of strategic planning for recruiting, screening, selecting, inducting, mentoring and developing new staff members.	Evidence of developed understanding of strategic planning for recruiting, Screening, selecting, inducting, mentoring and developing new staff members.	Evidence of emerging understandings of strategic planning for recruiting, screening, Selecting, inducting, mentoring and developing new staff members.
Five year student enrollment projections are presented accurately, clearly and graphically.	Five year student enrollment projections are presented accurately and clearly.	Five year student enrollment projections reveal minor errors.
Staffing projections for the next five years are presented accurately, clearly and graphically. Collaborative data collection is evidence of a Leader of Service.	Staffing projections for next five years are presented accurately and clearly. Collaborative data collection is evidence of a Leader of Learning and Service.	Staffing projections are incomplete or poorly organized.
District student achievement goals are clearly stated and staffing priorities are explicitly based on district goals reflecting a Leader of Learning who clearly understands that staffing impacts student achievement.	District student achievement goals are stated and staffing priorities show adequate reflection of district goals reflecting a Leader of Learning who clearly understands that staffing impacts student achievement.	District student achievement goals are stated but staffing priorities are not clear or do not reflect district goals.
The recruitment plan includes well developed short and long term goals for the process. The goals address issues related to the quality and skills of the personnel needed to meet student needs and diversity. This plan includes an assessment of the staffing or destaffing needs of each school in the district plus forecast trends by classification, professional staff mix and supply-demand mix. This visioning process demonstrates a Leader of Learning.	The recruitment plan includes short and long term goals for the process. The goals address issues related to the quality and skills of the personnel needed to meet student needs. The plan includes an assessment of the staffing and destaffing needs of each school in the district. This visioning process demonstrates a Leader of Learning.	The recruitment plan includes short term goals and not long term goals. The goals do not reflect the quality and skills needed to meet student needs.
The screening and selection plan includes a well-developed plan to establish selection criteria for each position to be filled. Screening interview, background checks, and reference checks are well planned. A process to train interviewers is included in the selection plan.	The screening and selection plan includes a developed plan to establish selection criteria for each position to be filled. Screening interview, background checks, and reference checks are planned. A plan to train interviewers is included in the selection plan.	The screening plan does not establish selection criteria for each position. There is no training established for interviewers.
An induction plan for new staff includes a collaborative effort which meets the needs of the central office, the school building and the staff member. This induction plan allows the Leader of Service to support the needs of the central office, the individual building and the new staff member.	An induction plan for new staff includes meeting the needs of the central office, the school building and the new staff member.	The induction plan is not a collaborative plan.
The mentoring plan for new staff includes a training aspect for the veteran staff member who will act as a mentor to the new staff member. The plan includes released time for the mentor and new staff member to spend time together observing each other teach and reflect.	The mentoring plan for the new staff member includes a training aspect for the veteran staff member who will act as the mentor. There will be a limited amount of time for release time for the mentor and new staff member to work with each other.	The mentoring plan is minimal or does not include training for the mentor. It does not include released time for the mentor and new staff member.
The professional development plan for the new staff member aligns with the Iowa Professional Development Model. The individual plan will have short term and long term goals which will be reviewed periodically. This review allows for the Leader of Change to continuously reflect on the needs of the new staff member.	The professional development plan for the new staff member will align with the Iowa Professional Development Model.	The professional development plan is not aligned with the Iowa Professional Development Model.
Skills and Processes Developed	Skills and Processes Developed	Skills and Processes Developed
Planning, implementing, supporting, advocating, communicating.	Planning, implementing, supporting, advocating, communicating.	Planning, implementing, supporting, advocating, communicating.
Data collection and analysis, technology, organizational, collaboration, interpersonal, visioning, goal setting, reflection, questioning, presentation and writing skills are well developed.	Data collection and analysis, technology, organizational, collaboration, interpersonal, visioning, goal setting, reflection, questioning, presentation and writing skills are developed.	Data collection and analysis, technology, reflection, interpersonal, collaboration and presentation skills are emerging. Organizational, goal setting and writing skills are not evident.

Exit Proficiencies Developed:

Exit Proficiency 3: Demonstrates quality interactions with others (Reflective Practitioner)

Exit Proficiency 4: Collaboratively builds, communicates and stewards a vision (Leader of Change)

Exit Proficiency 7: Collaboratively creates an active culture of high expectations (Leader of Learners)

Exit Proficiency 9: Balances management and leadership that centers on learning (Leader of Learners)

Exit Proficiency 12: Promotes, honors and values diversity (Leader of Service)

Exit Proficiency 16: Develops and implements change (Leader of Learners)

Preparing a Written Report to the School Board concerning a Complaint or Grievance That Was Filed Against the District and Prepare a Manual
Human Resources Administration
Course-assigned Internship Rubric

A	B	C
Evidence of well-developed and written report to the School Board and a Complaint Procedural Manual.	Evidence of a developed and written report to the School Board and a Complaint Procedural Manual.	Evidence of a limited or emerging and written report to the School Board and a Complaint Procedural Manual.
Identifies clearly and concisely an existing conflict and researches in depth the history of the situation and becomes very familiar with all sides of the issue and presents the data in a usable format.	Identifies an existing conflict and researches the history of the situation and becomes very familiar with all sides of the issue; presents the data in a usable format that is in the developmental stage.	Identifies an existing conflict and researches the history of the situation and becomes familiar with some sides of the issue and presents the data in a usable format in a vague manner.
Identifies all individuals, organizations, and/or groups that are trying to influence the outcome of the conflict.	Identifies individuals, organizations and/or groups that are trying to influence the outcome of the complaint; identification of groups and issues is evident but developing.	Identification of individuals, organizations and/or groups that are trying to influence the outcome of the complaint is unclear or incomplete.
Identifies in detail the critical roles that these individuals and/or groups have in this influential process clearly.	Identification of the roles these individuals and/or groups have in the issue is in development with some detail.	Identification of the roles of these individuals and/or groups is unclear.
Identifies precisely both ethical and unethical concerns that are or have been surfacing with the conflict.	Identification of the ethical and unethical concerns that have surfaced in the issue is general but developing.	Identification of the ethical and unethical concerns are unclear or not evident.
Creates a document articulating personal reflection on the conflict studied at the describing, informing, confronting and reconstructing levels which will be prepared as a report to the School Board and Superintendent.	Document reflection is at the describing and informing levels and lacks deep reflection (confronting and reconstructing) and recommendations.	Document is unclear and minimally acceptable.
Constructs a well-developed manual of the do's and don'ts as to how to handle conflict that can be used in this type of situation.	Manual addresses dos and don'ts but needs to be expanded.	Manual is either unclear or incomplete.
The writing demonstrates exceptionally strong control of technical writing conventions and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by skill in using a wide range of conventions in a sufficiently long and complex piece. The writing is exceptionally clear, focused and interesting. It holds the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to the board of education and purpose. The writing is characterized by a thorough, balanced, in-depth explanation of the topic; the writer makes connections and shares insights. These communication skills represent a Leader of Learning.	The writing demonstrates control of technical writing conventions. Minor errors do not impede readability. The writing is characterized by control over conventions used, although a wide range is not demonstrated. The writing is clear and focused. The readers can easily understand the main ideas. The writing is characterized by content and selected details that are relevant, but perhaps not consistently well chosen for the school board and purpose.	The writing demonstrates little control of the standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by little control over basis conventions. Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by a purpose and main ideas that may require extensive inferences by the readers.
The organization enhances the central idea and its development. The order and structure are compelling and move the readers through the text easily. The writing is characterized by details that fit where placed. These organizations skills represent a Leader of Service.	Organization is clear and coherent. The writing is characterized by organization which helps the readers, despite some weaknesses.	The writing lacks a clear organizational structure. The writing is characterized by a missing or extremely undeveloped beginning, body and/or ending.
The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes technical reading easy. The writing is characterized by sentence structure that enhances meaning by drawing attention to key ideas.	The writing flows, however, connections between phrases and sentences may be less fluid. The writing is characterized by strong control over simple sentence structures but variable control over more complex sentences; fragments, if present, are usually effective.	The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by a significant portion of the text that is difficult to follow.

Preparing a Written Report to the School Board concerning a Complaint or Grievance That Was Filed Against the District and Prepare a Manual
Human Resources Administration
Course-assigned Internship Rubric
(continued)

A	B	C
The writer has chosen a voice appropriate for the topic, purpose and board of education. The writing is expressive and engaging. The writing is characterized by an exceptionally strong sense of the needs of the board of education and the writer knows how to communicate the messages most effectively.	A voice is present. The writer demonstrates commitment to the topic and the readers, the school board. The writing is characterized by a sense to the needs of the school board but has not consistently employed an appropriate voice.	The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by little engagement of the writer; writing tends to be largely flat, lifeless and stiff.
Words convey the intended message in an exceptionally interesting, precise and natural way appropriate to the board of education and purpose. The writer employs a rich, broad range of words, which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by accurate, strong, specific words. These visioning skills represent a Leader of Change.	Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to the school board and purpose. The writing is characterized by words that work but do not particularly energize the writing.	Language is monotonous or misused, detracting from the meaning and impact. The writing is characterized by images that are fuzzy or absent altogether.
Skills and Processes Developed	Skills and Processes Developed	Skills and Processes Developed
Implementing, planning, advocating, communicating.	Implementing, planning, advocating, communicating.	Implementing, planning, advocating, communicating.
Collaboration, data collection and analysis, problem solving, questioning, organizational, interpersonal, writing and presentation skills are well developed.	Collaboration, data collection and analysis, problem solving, questioning, organizational, interpersonal, writing and presentation skills are developed.	Data collection and analysis, organizational skills are emerging. Questioning, problem solving, writing and presentation skills are not evident.

Exit Proficiencies Developed:

Exit Proficiency: 1: Demonstrates continuous reflection in vision, thinking, planning, and action (Reflective Practitioner)

Exit Proficiency 2: Engages in continuous growth to deepen understanding of self (Reflective Practitioner)

Exit Proficiency 5: Communicates effectively in appropriate ways (Leader of Change)

Exit Proficiency 6: Resolves problems and conflicts (Leader of Change)

Exit Proficiency 8: Uses multiple sources of data (Leader of Learners)

Exit Proficiency 15: Nurtures relationships (Leader of Service)

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School Business Management
ED LEAD 7346

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Course-assigned Internship

1. ***Using Nine Ratios for Forecasting Financial Condition of the District***
 Financial managers throughout private sector businesses have used ratio analysis for decades. Analysts have used ratios to accurately predict the financial future for businesses in many industry sectors. Stockholders use ratios to make informed buying and selling decisions. CEO's use ratios in short and long range strategic planning efforts. CFO's and banks use ratios to make informed cash flow or lending projections and to monitor the company for areas of potential distress. Interested third parties like Moody's or Standard and Poor's use ratios to render judgments on a company's credit worthiness and ability to service long-term debt. Ratios are also widely used in comparing the relative financial condition of different sized companies within the same industry. As useful as these ratios are to the private sector, it is somewhat surprising that this type of analysis "tool" is still relatively new in its use in the public sector.

The need to monitor financial health in the public sector, specifically public schools, has never been more critical than it is today. All public officials have been affected by changing economic conditions, legislative and political decisions, shifts in local community expectations, shifts in social demographics, and substantive enrollment increases and decreases. While the bottom line emphasis in the use of ratios for schools does not carry the same importance as in the private sector for making corporate life and death decisions, it is quickly becoming essential for schools to embrace this "language of business."

Over the years newspapers around the state of Iowa have printed many articles reporting financial problems in schools. It has always seemed to be wrong-minded thinking, but the realities are that schools can make numerous curriculum mistakes with students with little or no public concern, but one small financial mistake can end the career of an otherwise conscientious and well-meaning administrator or volunteer board member. Today, managing the scarce resources and the annual business fluctuations requires a much higher level of business acumen for all those involved in the education business. No longer can governance boards allow the proverbial "seat of the pants" approach to hold sway of the district. Ratio analysis has the potential to provide the school business administrators with a "toolkit" from which to obtain an objective way of making important assessments about their individual operations.

Download in Excel format a district's Financial Health Report. The nine ratios selected for inclusion in this report were identified as being the most efficacious predictors of financial health for Iowa K-12 public schools as supported by formal quantitative research conducted in 2005. An operational definition has been constructed for each ratio used in this report. There is not one single standard under which all ratios have a consistent definition. For the purpose of this report the most commonly identified methods were used to construct the ratio definition. Where a common computational method was not identified, a logical "best guess" data point was used and applied consistent with Iowa school business practice. Benchmarks have been included that are also consistent with prior research reviews. Where no ratio benchmark was drawn from literature, none was included with the working definition. The source of the data for most of the ratios used is the Certified Annual Report (CAR) required by the Iowa Department of Education. Data for the unspent balance is available from the Iowa Department of Management's website [www.dom.state.ia.us]. Work with your district business manager or board secretary and use your own district financial data to complete all five years

of historical data for each of the ten ratios contained in this report. Update the charts and provide trend line explanations. **(Leader of Service)**

(**Questions to be answered**: How does the superintendent or chief administrator connect with the board on accountability? How does the superintendent or chief administrator assess the existence of conditions for change in the organization? How does the leadership chart the course for the organization to provide the proper and proportional response to these conditions? What resources do boards have and how can they best commit them to impact student achievement?)

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OR

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2. *Analysis of Current Cost of Services*
   Investigate an operational component of a school service (building or district/AEA- wide) to develop an analysis of the current costs of said service and other
   alternative(s) to that service. Examples of study areas may include but are not limited to: paper towels vs. electric hand dryers in restrooms, cost of custodial services (i.e. in house custodial services vs. contracted custodial services), life-cycle costs of owning and operating diesel buses vs. gasoline buses, life-cycle costs of owning vs. leasing a particular piece/type of equipment, costs of contract vs. in-house operation of a service, district owned vehicles or pay mileage rate for business use of personal vehicles, the cost of changing phone systems, etc. Candidates are encouraged to use a standard cost benefit assessment, charts, spreadsheets, and summary explanations to communicate findings. **(Leader of Change and Service)**

(**Questions to be answered**: *How does the superintendent or chief administrator in the district or agency assess the existence of conditions for change in the organization? How can the superintendent or chief administrator most effectively establish and lead a culture of change? How does the superintendent or chief administrator connect with the board on accountability?)*

The student will submit a Course-Assigned Internship Reflection on the Ed Leadership Superintendency System found on MyUNIverse to verify hours spent on assignment.

Using Nine Ratios for Forecasting Financial Condition of the District
School Business Management
Course-assigned Internship Rubric

A – Well Developed	B - Developed	C - Emerging
Project demonstrates understanding and in-depth knowledge of the issues and questions being explored.	Project adequately addresses the issues or questions but contains occasional logic errors in the analysis.	Project shows little understanding of the issues, questions, or the mechanics of setting up the project analysis.
Addresses all points in a clear and articulate manner.	Written work, charts, tables, graphs and analysis is straightforward and understandable but with some problems of organizational structure.	Written work, charts, tables, graphs and analysis show there is little or no detail and shows intellectual confusion with lack of organization.
Exceptional quality of content, organization and amount of detail used to support or illustrate all points.	Examples or illustrations may not be well developed.	Content, organization, and detail are sufficient to illustrate all points.
A high degree of effort used in working with professionals in the field areas being investigated.	Minimal collaborative efforts made to work with project professionals.	No collaborative efforts made to work with other knowledgeable professionals.
Skills and Processes Developed	Skills and Processes Developed	Skills and Processes Developed
Planning, implementing, supporting, communicating.	Planning, implementing, supporting, communicating.	Planning, implementing, supporting, communicating.
Collaboration, collecting the right data, data analysis, organizational, technology, evaluation, questioning and visioning skills are well developed.	Collaboration, collecting the right data, data analysis, organizational, technology, evaluation, questioning and visioning skills are developed.	Collecting the right data, data analysis and questioning skills are emerging. Collaboration, organizations, technology, evaluation, and visioning skills are not evident.

*Note on Formatting:

Written portions of the internship should be formatted correctly; formatting criteria include:

· Header with page number and footer with other required identification information
· 1" margins on all sides; header margin at 0.5"
· Font set to 12pt Times New Roman
· Conformity to APA style in citations, tables, figures, references (http://www.apastyle.org)
· Citations in text match the reference list completely
· Other formatting rules as required by mentor for particular assignments

*Note on Plagiarism:

Plagiarism will result in an unsatisfactory grade for the work submitted or for the entire course and may result in academic dismissal.

*Graduate Level Learning:

The professors expects graduate level learners to be able to write at a developed or well developed level. If a student intends to write a dissertation, the evaluator might expect to find the writing to be at a developed or well developed level. When the writing of the student is consistently weak, 20 or below, the student may be required to resubmit assignments for grading.

Exit Proficiencies Developed:

Exit Proficiency 2: Engages in continuous growth to deepen understanding of self
(Reflective Practitioner)

Exit Proficiency 3: Demonstrates quality interactions with others (Reflective Practitioner)

Exit Proficiency 10: Implements fiscal policies and actions that ensure equitable financial allocation of resources (Leader of Learners)

Exit Proficiency 11: Applies and assesses technologies for management and monitoring
(Leader of Learners)

Analysis of Current Cost of Services
School Business Management
Course-assigned Internship Rubric

A – Well Developed	B - Developed	C - Emerging
Intern demonstrates a full understanding and in-depth knowledge of the issues and questions being explored.	Intern demonstrates a good/basic understanding with small knowledge gaps of the issues and questions being explored. Addresses most points in a clear and articulate manner.	Intern shows no rudimentary understanding of the issues, questions, or the mechanics of setting up the project analysis. Minimal explanation provided to the reader.
Well defined project assumptions.	Project assumptions are listed and explained.	Project assumptions are listed but not explained.
Exceptional quality of content, organization and amount of detail used to support or illustrate all points.	Average to above average quality of content, organization and amount of detail used to support or illustrate all points.	Poor quality of content, organization. Little detail used to support or illustrate points.
Extensive review of alternate advantages and disadvantages.	Average to good review of alternative advantages and disadvantages.	Rough list of alternative advantages and disadvantages.
Comprehensive and extensive data collection about multiple facets of the project.	Reasonable amounts of data collection including a minimum of two facets of the project.	Small amounts of data collected from public domain sources with minimal analysis.
Extensive use of spreadsheets and statistical software.	Average to good use of spreadsheets and statistical software.	Little use of spreadsheets.
Efforts made in working with professionals in the field being investigated.	Some effort made in working with other area professionals.	Little effort made to work with other knowledgeable professionals.
Extensive use of charts and graphs.	Average to above average used to charts and graphs.	Some use of charts and graphs.
Written report is exemplary with cohesive message geared toward target audience.	Written report is understandable and contains a cohesive message geared toward target audience, with few grammatical errors.	Written report message is confusing and contains many grammatical errors. Continued uncertainty about who the target audience is.
Conclusions are consistent with data analysis and recommendations are practical and achievable.	Conclusions are consistent with data analysis but lack quantity. Recommendations need more real world credibility.	Conclusions are inconsistent with the data presented. Recommendations are crude and not well thought out.
Skills and Processes Developed	Skills and Processes Developed	Skills and Processes Developed
Planning, supporting, advocating, communicating and monitoring.	Planning, supporting, advocating, communicating and monitoring.	Planning, supporting, advocating, communicating and monitoring.
Collaboration, collecting the right data, data analysis, problem solving, organizational, questioning, technology, interpersonal interaction and evaluation skills are well developed.	Collaboration, collecting the right data, data analysis, problem solving, organizational, questioning, technology, interpersonal interaction and evaluation skills are developed.	Collecting the right data, data analysis, problem solving, questioning, technology and interpersonal interaction skills are emerging.

Exit Proficiencies Developed:

Exit Proficiency 2: Engages in continuous growth to deepen understanding of self (Reflective Practitioner)

Exit Proficiency 3: Demonstrates quality interactions with others (Reflective Practitioner)

Exit Proficiency 8: Uses multiple sources of data (Leader of Learners)

Exit Proficiency 9: Balances management and leadership that centers on learning (Leader of Learners)

Exit Proficiency 11. Applies and assesses technologies for management and monitoring (Leader of Learners)

University of Northern Iowa

Educational Leadership

Student Assessment Guide

Mission Statement:

The Educational Leadership Faculty at the University of Northern Iowa develop and nurture reflective leaders of learning, service, and change who positively impact school improvement and student achievement.

University of Northern Iowa
Cedar Falls, Iowa 50614-0604
Denise Schares, Program Coordinator
Phone: (319) 273-2771
Updated Spring 2017

Ed Leadership Superintendency System Data Collection Timeline

What	When		Who Completes	Who Uploads to Ed Leadership Superintendency System
Beliefs Survey I	Seminar 1		Student	Student
Beliefs Survey II	Seminar 3		Student	Student
StrengthsQuest	Seminar 1		Student	Student
Skills Assessment	Beginning and End of internship		Lead Mentor and Internship Advisor	Not Required
Course-assigned Internship Activities	After each chosen activity		Student	Automatic
Dispositions Rubric	Beginning		Self, Lead Mentor, and Internship Advisor	Not Required
	End			
Internship Assessment- Formative	Internship 1		Lead Mentor and Internship Advisor	Student *After Required Signatures
	Internship 2			
Internship Assessment - Summative	Internship 3	Include results from: Superintendent/AEA Administrator Internship Rubric	Lead Mentor and Internship Advisor	Student *After Required Signatures
Internship Verification Form	After Internship Activities (both course-assigned and site-determined) in Internship 1, 2, 3, 4		Student	Automatic

Beliefs Survey

Relationship to the school district:

       _____ Central Office Admin.

      _____ Principal   _____ Teacher

           Elem____MS____HS__   Elem__MS___HS___

      _____ Other: : _____

For the first 15 statements, please indicate your level of agreement:

5 = Strongly agree   4 = agree   3 = neutral   2 = disagree   1 = Strongly Disagree

1. The current level of student achievement in Iowa is about what we can expect.   5 4 3 2 1

2. How well students learn in school depends on what the adults in the school do.   5 4 3 2 1

3. Frequent monitoring of student learning is critical to improving teaching and learning.   5 4 3 2 1

4. It is imperative that schools change dramatically in order to accelerate the learning of all students.   5 4 3 2 1

5. Schools should allocate resources to ensure children's earliest school experiences are successful.   5 4 3 2 1

6. If school districts want to change outcomes for students, they must improve educators' knowledge and skills.   5 4 3 2 1

7. Virtually all children can learn at high levels.   5 4 3 2 1

8. In order for student learning to improve, schools must be organized and structured differently.   5 4 3 2 1

9. High quality professional development must be a major priority for local school districts.   5 4 3 2 1

10. In general, most people are satisfied with the level of student achievement in their district.   5 4 3 2 1

11. A norm of collaboration among adults within the school district is necessary for substantial improvement of student learning.   5 4 3 2 1

12. Student achievement barriers, such as poverty and lack of family support, can be overcome by quality teaching.   5 4 3 2 1

13. School districts must focus major attention on improving professional practices in the classroom.   5 4 3 2 1

14. The community must be a partner with the school district in order for the school to improve student learning.   5 4 3 2 1

15. Local school boards can impact their school system in ways that improve student achievement.   5 4 3 2 1

16. What is your best guess about the percent of students in your district that are **<u>currently</u>** achieving at or above grade level?

    _____ *%*

    _____ *Don't know*

17. How do you know how well students in your district are learning? (What are your top 1-3 sources of information about student learning?)

    _____ *Annual progress report*

    _____ *Awards received*

    _____ *Conversations with principals and/or other administrators*

    _____ *Conversations with teachers*

    _____ *Formal reports from staff*

    _____ *My child*

    _____ *Parents*

    _____ *Report cards, students' grades*

    _____ *Test scores*

    _____ *Other_____*

18. *What's your best guess about the percent of the students in your school district that **<u>can be</u> <u>expected</u>** to achieve at or above grade level?*

    _____ *%*

19. What are your reasons for thinking that percent of students can be expected to achieve at a high level?

    _____ *Feedback from graduates of our school district*

    _____ *I believe all children are capable of learning*

    _____ *Results of ITBS, ITED, ACT, and/or other tests*

    _____ *We have quality teachers*

    _____ *The number of our graduates who go on to college*

    _____ *The parent participation and support in our school district*

    _____ *Our class size*

    _____ *Other_____*

20. In your district, what would it take for all students to achieve at a high level?

    _____ *More parental involvement/encouragement/support*

    _____ *More state funding*

    _____ *Quality instruction*

    _____ *Combined effort/support from administration/teachers, etc.*

    _____ *More one-on-one with students, smaller class size*

    _____ *Student motivation, willingness to learn*

    _____ *Other_____*

21. What has the biggest impact on student learning?

     _____ *The student's parents*
     _____ *The student him/herself*
     _____ *Family income*
     _____ *Student's racial or ethnic background*
     _____ *The student's teachers*
     _____ *The school administration*
     _____ The school board
     Other _____

Leader of Learners - Addressed by questions 1, 2, 3, 6, 7, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
Leader of Change—Addressed by questions 4, 6, 8, 13, 15, 17, 19, 20
Leader of Service—Addressed by questions 5, 6, 9, 10, 11, 14, 21

Skills Rubric
Superintendent Preparation Program

	Well Developed	Developed	Emerging
Collaborative Skills **Leader of Learning, Service and Change**	Very effectively demonstrates adequate awareness of strategies for collaboration with schools, families and other community stakeholders, provides timely information and demonstrates ability to mobilize community resources to solve problems and attain goals.	Demonstrates awareness of strategies for effective collaboration with schools, families and other stakeholders, reveals an understanding of the information sharing process, and demonstrates how to mobilize community resources to problem solve and attain goals.	Limited awareness of strategies for effective collaboration with schools, families, and other stakeholders, and limited awareness of ways to mobilize community resources to help districts solve problems and attain goals.
Technology Skills: Using technology to enhance student learning **Leader of Learning, Service and Change**	Demonstrates keen insight into deciding which technological resources are most appropriate for students and can clearly and succinctly articulate the reasons for the resource's appropriateness.	Has adequate knowledge to determine the educational effectiveness of technological resources and demonstrates an ability to use these resources and articulate the benefits of technology resources to the district's mission.	Unable to evaluate the effectiveness of technological resources and unable to discern appropriate uses for various students of different ages and abilities.
Technology Skills: Using technology to enhance own practice and school operations **Leader of Learning, Service and Change**	Creatively uses technology in the office to provide access to district data, educational resources, and effective and timely communication to stakeholders.	Able to use computer hardware, standard office software, district management programs, electronic communication and is able to access electronic educational resources.	Lacks skills required to effectively use standard office software, district management programs, electronic communications, and unable to access electronic educational resources.
Political Skills **Leader of Service and Change**	Can describe and identify the impact of political, social, economic, legal and cultural context of district, responds appropriately and provides at least 2 artifacts demonstrating influence.	Can describe the political, social, economic, legal and cultural context of district and provides at least 1 artifact demonstrating influence.	Limited awareness of political, social, economic, legal and cultural context of district, inappropriate or no response.
Conflict Resolution Skills **Leader of Learning, Service and Change**	Actively seeks differences in perspective. Explicitly differentiates divergent thinking that is healthy versus destructive. Models and guides others to be responsible for confronting each other without being confrontational.	Accepts differences in perspectives and can identify healthy versus destructive disagreements. Models to others how to confront without being confrontational. Encourages people to independently resolve conflicts.	Discourages and suppresses disagreement or divergent thinking. Ignores or avoids situations that are unpopular or distasteful.
Data Analysis Skills **Leader of Learning, Service and Change**	Demonstrates a highly efficient capacity to use targeted qualitative and quantitative data and appropriate research methods to analyze the effectiveness of district's instructional program.	Demonstrates an acceptable ability to use targeted qualitative and quantitative data and appropriate research to analyze the effectiveness of district's instructional program.	Demonstrates limited ability to use qualitative and quantitative research methods and lacks understanding of research methods that could be used to analyze district's instructional program.
Stewardship Skills **Leader of Learning, Service and Change**	Effectively intertwines the district's vision with ability to organize fiscal, human, and material resources that give priority to student learning and safety. The district's vision, mission, and goals are clearly seen in the budget process.	Displays a satisfactory understanding of how to effectively organize fiscal, human, and material resources that give priority to student learning and safety. The district's vision, mission and goals are seen in the budget process.	Lacks understanding of how to effectively organize fiscal, human, and material resources that give priority to student learning and safety. Fails to understand district's budgeting process.
Visioning Skills **Leader of Learning, Service and Change**	Develops collaboratively a thorough vision based on relevant knowledge and theories, articulates the components of the vision and develops leadership capacity to implement and support the vision.	Develops a vision based on some knowledge and theories, articulates the components of the vision and develops some leadership capacity to implement and support the vision.	Develops a vision based on little or no relevant knowledge and theories, ineffectively articulates the components of the vision and lacks ability to build leadership capacity to implement and support the vision.

Skills Rubric Superintendent Preparation Program (continued)

	Well Developed	Developed	Emerging
Questioning Skills **Leader of Learning, Service and Change**	Uses relevant questioning techniques for clarification of information and as a mentoring and coaching strategy. Questions are pertinent, timely, objective and collaborative in nature. Questions range from fact clarification to reflective.	Uses questioning techniques to clarify own understanding and as a coaching technique. Most questions are pertinent, timely, objective and collaborative in nature. Does not ask questions.	Exhibits little or no interest in information being shared and only asks questions for clarification.
Relationship and Interpersonal Skills **Leader of Learning, Service and Change**	Possesses complete self-control, even in the most difficult situation. Provides assistance in the development of increased emotional intelligence in addition to modeling it. District reflects commitment to self-control, empathy and respect.	Deals with sensitive subjects and personal attacks with dignity and self-control. Defuses confrontational situations with emotional intelligence, empathy, and respect.	Loses temper, lacks emotional intelligence and treats others with little respect or empathy.
Goal Setting Skills **Leader of Learning and Change**	Routinely shares examples of specific leadership, teaching and curriculum strategies associated with district goals and student achievement. Shares ideas, coaches others, and provides technical assistance focused on goals.	Goals and strategies reflect a clear relationship between actions of teachers and leaders and impact student achievement. Results show steady gains in attaining goals.	The goals are neither measurable nor specific and fail to shape the actions of teachers and leaders in the district.
Decision-making Skills **Leader of Learning, Service and Change**	Decision-making consistently based on variety of data sources and inferences from data widely communicated. Mission and vision used as reference points for decision making. Decision making process is transparent and decisions are continually reviewed in light of new data.	Decision making reflects a clear reliance on district student achievement data. Clarifies Decision making method for major decisions shared and aligned with vision, mission and priorities of the district. Some reflection on the decision occurs.	Data rarely used for decision making and no clear method communicated. Decision making goes from autocracy to democracy and bewilders personnel. Little or no evidence of reflection and reevaluation of previous decisions.
Communication Skills **Leader of Learning, Service and Change**	Attentive to those who are speaking, never interrupts others, maintains appropriate eye contact, asks pertinent questions, uses clear tone and enunciation, message clearly received as a result of written or verbal communication, examples, terms and words clearly understood and appropriate for audience.	Attentive to others with occasional distraction by others, purposefully interrupts with permission to help deliver a message, maintains appropriate eye contact, asks questions although not all pertinent, speaks in understandable tone and knows to adjust delivery when listeners do not understand, use words and terms easily understood and appropriate for audience. Limited questioning.	Consistently inattentive, interferes with message by interrupting, does not maintain eye contact, exhibits little interest in information being shared, voice quality hard to listen to, and words and message are confusing to listener.
Problem-Solving Skills **Leader of Learning, Service and Change**	Defines problem along with possible causal factors and identifies steps to address problem and include appropriate people. Uses a systematic problem-solving process that includes alternative solutions and evaluates the effectiveness of the solution.	Identifies problem, possible causes, and steps needed to address problem. Uses a problem solving process and desires to be informed about the outcome.	Unclear about the actual problem and fails to address the root cause of the problem. No clear problem solving process is used and no follow-up is evident.

Skills Rubric Superintendent Preparation Program (continued)

	Well Developed	Developed	Emerging
Presentation/Speaking Skills Appropriateness **Leader of Learning, Service and Change**	Language is familiar to the audience, appropriate for the setting, and free of bias; the presenter may "code-switch" (use a different language form) when appropriate.	Language used is respectful or inoffensive.	Language is questionable or inappropriate for a particular audience, occasion, or setting. Some biased or unclear language may be used.
	Topic selection and examples are interesting and relevant for the audience and occasion.	Topic selection and examples are not inappropriate for the audience, occasion, or setting; some effort to make the material relevant to audience interests, the occasion, or setting is evident.	Topic selection does not relate to audience needs and interests.
	Delivery style and clothing choices suggest an awareness of expectations and norms.	The delivery style, tone of voice, and clothing choices do not seem out-of-place or disrespectful to the audience.	The delivery style may not match the particular audience or occasion – the presenter's tone of voice or other mannerisms may create alienation from the audience; clothing choices may also convey disrespect for the audience.
Presentation/Speaking Skills Verbal Effectiveness **Leader of Learning, Service and Change**	Ideas are clearly organized, developed, and supported to achieve a purpose; the purpose is clear.	The main idea is evident, but the organizational structure may need to be strengthened; ideas may not always flow smoothly.	Idea "seeds" have not yet germinated; ideas may not be focused or developed; the main purpose is not clear.
	The introduction gets the attention of the audience.	The introduction may not be well-developed.	The introduction is undeveloped or irrelevant.
	Main points are clear and organized effectively.	Main points are not always clear.	Main points are difficult to identify.
	Supporting material is original, logical, and relevant (facts, examples, etc.).	Supporting material may lack in originality or adequate development.	Inaccurate, generalized, or inappropriate supporting material may be used.
	Smooth transitions are used.	Transitions may be awkward.	Transitions may be needed.
	The conclusion is satisfying.	The conclusion may need additional development.	The conclusion is abrupt or limited.
	Language choices are vivid and precise.	Language is appropriate, but word choices are not particularly vivid or precise.	Language choices may be limited, peppered with slang or jargon, too complex, or too dull.
Presentation/Speaking Skills Nonverbal Effectiveness **Leader of Learning, Service and Change**	The delivery is natural, confident, and enhances the message – posture, eye contact, smooth gestures, facial expressions, volume, pace, etc. indicate confidence, a commitment to the topic, and a willingness to communicate.	The delivery generally seems effective, however, effective use of volume, eye contact, vocal control, etc. may not be consistent; some hesitancy may be observed.	The delivery detracts from the message; eye contact may be very limited; the presenter may tend to look at the floor, mumble, speak inaudibly, fidget, or read most or all of the speech; gestures and movements may be jerky or excessive.
	The vocal tone, delivery style, and clothing are consistent with and enhance the message.	Vocal tone, facial expressions, clothing and other nonverbal expressions are consistent with the message.	The delivery may appear inconsistent with the message.
	Limited filler words ("ums") are used.	Filler words are not distracting.	Filler words ("ums") are used excessively.
	Clear articulation and pronunciation are used.	Generally, articulation and pronunciation are clear.	Articulation and pronunciation tend to be sloppy.
	Needs little reference to notes. Knows message well.	Some dependence on notes may be observed.	Over dependence on notes may be observed.

Skills Rubric Superintendent Preparation Program (continued)

	Well Developed	Developed	Emerging
Presentation/Speaking Skills Responsiveness **Leader of Learning, Service and Change**	The presenter uses materials to keep the audience engaged.	The presenter is able to keep the audience engaged most of the time.	The presenter is not able to keep the audience engaged.
	Material is modified or clarified as needed given audience verbal and nonverbal feedback.	When feedback indicates a need for idea clarification, the speaker makes an attempt to clarify or restate ideas.	The verbal or nonverbal feedback from the audience may suggest a lack of interest or confusion.
	Reinforcing verbal listening responses such as paraphrasing, or restating are used if needed when answering questions; responses to audience questions are focused and relevant.	Responses to audience questions are generally relevant but little elaboration may be offered.	Responses to audience questions may be undeveloped or unclear.
	Nonverbal behaviors are used to keep the audience engaged such as maintaining eye contact, modifying delivery style if needed, and using reinforcing nonverbal listening responses (nodding, leaning forward, etc.) when answering questions.	Generally, the speaker demonstrates audience awareness through such nonverbal behaviors as tone, movement, and eye contact with the whole audience; some reinforcing nonverbal listening responses are periodically used when answering questions.	The nonverbal aspects of delivery do not indicate an awareness of audience reactions; reinforcing nonverbal listening responses such as using eye contact, facing the person, etc. are not used when answering questions.
	Retains pose and composure recognizing the distraction where appropriate.	Ignores distraction and continues after pause while maintaining poise.	Poise or composure is lost during any distractions
Critical Reading Skills **Leader of Learning and Change**	Able to explain and analyze the meaning from a variety of written formats and judge worth and value of diverse reading materials as it applies to personal and professional life.	Able to explain the meaning of most written formats and attempts to judge worth and value of specifically targeted reading materials as it applies to personal and professional life.	Misunderstands the meaning of the majority of written formats and unable to make connection from reading to personal or professional life.
Engaging Skills **Leader of Learning, Service and Change**	Demonstrates a high capacity for effectively engaging all stakeholders within the district and larger community to implement steps to reach the vision.	Demonstrates an adequate capacity to engage most stakeholders within the district to implement steps to reach the vision. Highly engaged in class.	Unable to engage a majority of stakeholders within the district to implement steps to reach the vision.
Organizational Skills **Leader of Learning, Service and Change**	Could serve a model for understanding effective organization and management of fiscal, human and material resources that give priority to student learning and safety. The budget processes and fiduciary responsibilities are intertwined and ongoing with focus on vision.	Displays understanding of effective organization and management of fiscal, human, and material resources that give priority to student learning and safety. The budget processes and fiduciary responsibilities maintain focus on vision.	Fails to demonstrate an understanding of organizing and managing fiscal, human, and material resources. Inadequate understanding of the budget process and fiduciary responsibilities.
Planning Skills **Leader of Learning, Service and Change**	Develops implementation plans based on thorough and detailed relevant knowledge and theories applicable to district's context. Includes appropriate stakeholders in planning process.	Develops implementation plans based on sufficient knowledge and theories applicable to district's context. Includes appropriate stakeholders in the planning process.	Develops plans with little or no relevant knowledge and theories applicable to district's context and creates plans with little or no stakeholder input.
Evaluation Skills **Leader of Learning and Change**	Uses standards as lens for all evaluations and assessment. Builds assessment into decision making and goal setting. Seeks objectivity by looking to measurable outcomes.	Usually uses standards as lens for evaluation and assessment. Considers assessment into decision making and goal setting. Seeks objectivity but could focus more on measurable outcomes.	Occasionally uses standards as lens for evaluation and assessment. Difficult to determine objectivity in his or her evaluation.
Consensus Building Skills **Leader of Learning, Service, and Change**	Ensures that all voices are heard, balances power in the group and brings the group to agreement without sabotage.	Ensures that all voices are heard and balances power within the group. Brings the group to agreement.	Allows for other voices to be heard but does not balance power in the group. Has difficulty in bringing the group to agreement.

Skills Rubric Superintendent Preparation Program (continued)

	Well Developed	Developed	Emerging
Advocacy Skills **Leader of Learning, Service and Change**	Clearly and consistently presents his or her position and/or support, seeks to understand alternative viewpoints, and recognizes areas of disagreement. Promotes the diverse needs of students within and beyond the school.	Advocates his or her own position and/or support and in the process inquires to better understand the positions of others. Promotes the diverse needs of students within the school.	Advocates own position making sure his or her voice is heard.
Acts with Integrity	Very effectively demonstrates awareness or necessity to act with integrity. Very effectively demonstrates awareness of rules that require a superintendent to act with integrity. Considers his or her word sacred.	Effectively demonstrates awareness of necessity to act with integrity. Effectively demonstrates awareness of rules that require a superintendent to act with integrity. Considers his or her word to be of great value.	Demonstrates limited awareness of necessity to act with integrity. Demonstrates limited awareness of rules that require a superintendent to act with integrity.
Acts Fairly	Very effectively demonstrates awareness of necessity to act fairly. Very effectively demonstrates awareness of rules that require a superintendent to act fairly. Acts with fairness and justice and holds others to standards of justice and fairness.	Effectively demonstrates awareness of necessity to act fairly. Effectively demonstrates awareness of rules that require a superintendent to act fairly. Acts with fairness and justice in carrying out his or her job.	Demonstrates limited awareness of necessity to act fairly. Demonstrates limited awareness of rules that require a superintendent to act fairly.
Acts Ethically	Very effectively demonstrates awareness of necessity to act ethically. Very effectively demonstrates awareness of rules that require a superintendent to act ethically. Holds him or herself to high ethical standards and openly expects the same of others.	Effectively demonstrates awareness of necessity to act ethically. Effectively demonstrates awareness of rules that require a superintendent to act ethically. Is uncompromising when his or her personal ethics are at stake.	Demonstrates limited awareness of necessity to act ethically. Demonstrates limited awareness of rules that require a superintendent to act ethically. Sees cutting corners or ignoring rules acceptable in necessary to accomplish the task.

Dispositions Rubric

Directions: Rate yourself on your personal dispositions. Circle the appropriate number on the scale given.

NE = Not Evident E = Evident CE = Clearly Evident NO = No Opportunity to Observe	NO	NE (1-3)			E (4-7)				CE (8-10)		
1. Committed to high standards of learning for all and believes in educability of all	NO	1	2	3	4	5	6	7	8	9	10
2. Committed to the work required for high levels of personal and organizational performance	NO	1	2	3	4	5	6	7	8	9	10
3. Values the inclusion of all members of the school community	NO	1	2	3	4	5	6	7	8	9	10
4. Committed to continuous school improvement	NO	1	2	3	4	5	6	7	8	9	10
5. Values safe and supportive learning environment for all constituents	NO	1	2	3	4	5	6	7	8	9	10
6. Values professional development	NO	1	2	3	4	5	6	7	8	9	10
7. Committed to lifelong learning for self and others	NO	1	2	3	4	5	6	7	8	9	10
8. Values benefits of diversity	NO	1	2	3	4	5	6	7	8	9	10
9. Committed to decisions that enhance learning and teaching	NO	1	2	3	4	5	6	7	8	9	10
10. Willing to accept responsibility and self-accountability	NO	1	2	3	4	5	6	7	8	9	10
11. Committed to taking risks to improve schools	NO	1	2	3	4	5	6	7	8	9	10
12. Trusts people and their judgment	NO	1	2	3	4	5	6	7	8	9	10
13. Values all stake holders and their input	NO	1	2	3	4	5	6	7	8	9	10
14. Committed to collaboration and communication with families and larger community	NO	1	2	3	4	5	6	7	8	9	10
15. Committed to bringing ethical principles to decision-making processes	NO	1	2	3	4	5	6	7	8	9	10
16. Values a caring school community and variety of ideas, values and cultures	NO	1	2	3	4	5	6	7	8	9	10
17. Believes in actively participating in the political and policy-making context in the service of education	NO	1	2	3	4	5	6	7	8	9	10

INTERNSHIP SKILL FORMATIVE ASSESSMENT FORM
I & II

Evaluation of Intern's Progress

Please complete the following evaluation and be prepared to discuss with University of Northern Iowa Internship Professor/Advisor at the end of each semester. After required signatures have been received, student will upload assessment on the Ed Leadership Superintendency System found on MyUNIverse.

The following instrument is to be completed by the Lead Mentor to assess intern's knowledge and experience in each of the 16 exit proficiency themes (found on page 117)*. If the intern has not had the opportunity to demonstrate knowledge or experience in a particular skill area, please check (Not Applicable) in the appropriate circle.

WD (Well Developed)   D (Developed)   E (Emerging)   N/A (Not Applicable)

Knowledge Based Exit Proficiency Themes*
(Darken appropriate circle)

	WD	D	E	N/A	Standard
Reflective Practitioner					
The intern has demonstrated knowledge or understanding of:					
1. Continuous Reflective Cycle	○	○	○	○	5
2. Understanding Self	○	○	○	○	2
3. Ethical Considerations in Their Interactions	○	○	○	○	4
Leader of Change					
The intern has demonstrated knowledge or understanding of:					
4. Collective Vision	○	○	○	○	1
5. Communication	○	○	○	○	4
6. Problem/Conflict Resolution	○	○	○	○	3
Leader of Learners					
The intern has demonstrated knowledge or understanding of:					
7. Culture of High Expectations for All Leaders	○	○	○	○	2
8. Data and Information	○	○	○	○	1,2,3
9. Balanced Management and Leadership	○	○	○	○	3
10. Finance	○	○	○	○	3
11. Technology	○	○	○	○	2
Leader of Service					
The intern has demonstrated knowledge or understanding of:					
12. Diversity	○	○	○	○	4
13. Community Engagement	○	○	○	○	4
14. Broader Context (multiple arenas)	○	○	○	○	6
15. Relationships/Partnerships	○	○	○	○	4
16. Change Agent	○	○	○	○	1,6

A. What experience went well for your intern this semester?

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B. What experience did not go well for your intern this semester?

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C. How can the University Internship Professor assist with the internship experience?

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D. Do you reflect with the intern on a regular basis to encourage growth and development through self-evaluation? What has been the reflection focus during this semester?

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How many clock hours of site-determined internship did your student complete this semester?

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Overall rating:

Please rate the quality of your intern's performance for this semester using a scale of 1-10

Please rate the quality of your intern's performance for this semester using a scale of 1-10 (10 being the highest and 1 being the lowest)	1	2	3	4	5	6	7	8	9	10

Lead Mentor_____

Date_____

UNI Internship Professor _____

Date_____

Intern Student_____

Date_____

INTERNSHIP SKILL SUMMATIVE ASSESSMENT FORM

Evaluation of Intern's Progress

Please complete the following evaluation and be prepared to discuss with University of Northern Iowa Internship Professor/Advisor at the end of the student's Internship Experience. After required signatures have been received, student will upload assessment on the Ed Leadership Superintendency System found on MyUNIverse.

The following instrument is to be completed by the Lead Mentor to assess intern's knowledge and experience in each of the 16 exit proficiency themes (found on page 117)*.

WD (Well Developed)   D (Developed)   E (Emerging)

Knowledge Based Exit Proficiency Themes*
(Darken appropriate circle)

	WD	D	E	Standard

Reflective Practitioner

The intern has demonstrated knowledge or understanding of:

	WD	D	E	Standard
1. Continuous Reflective Cycle	○	○	○	5
2. Understanding Self	○	○	○	2
3. Ethical Considerations in Their Interactions	○	○	○	4

Leader of Change
The intern has demonstrated knowledge or understanding of:

	WD	D	E	Standard
4. Collective Vision	○	○	○	1
5. Communication	○	○	○	4
6. Problem/Conflict Resolution	○	○	○	3

Leader of Learners
The intern has demonstrated knowledge or understanding of:

	WD	D	E	Standard
7. Culture of High Expectations for All Leaders	○	○	○	2
8. Data and Information	○	○	○	1,2,3
9. Balanced Management and Leadership	○	○	○	3
10. Finance	○	○	○	3
11. Technology	○	○	○	2

Leader of Service
The intern has demonstrated knowledge or understanding of:

	WD	D	E	Standard
12. Diversity	○	○	○	4
13. Community Engagement	○	○	○	4
14. Broader Context (multiple arenas)	○	○	○	6
15. Relationships/Partnerships	○	○	○	4
16. Change Agent	○	○	○	1,6

A. What experience went well for your intern during the Internship?

B. What experience did not go well for your intern during the Internship?

C. Are there proficiencies that need to be demonstrated through a final individual plan (for low-performing students)?

D. Do you reflect with the intern on a regular basis to encourage growth and development through self-evaluation? What has been the reflection focus during final stages of the Internship?

How many clock hours of site-determined internship did your student complete during completion of the Internship Plan?

Overall rating:

Please rate the quality of your intern's performance during completion of the Internship Plan using a scale of 1-10

| Please rate the quality of your intern's performance during completion of the Internship Plan using a scale of 1-10

(10 being the highest and 1 being the lowest)	1	2	3	4	5	6	7	8	9	10

Lead Mentor_____

Date_____

UNI Internship Professor _____

Date_____

Intern Student_____

Date_____

Superintendent/AEA Administrator Internship Rubric for Assessment of Internship Experience by Internship Professor and Lead Mentor With Input From Multiple Mentors With Special Expertise

	Well Developed	Developed	Emerging
Substantial	An exemplary assumption of responsibility in effectively leading, facilitating, and making decisions critical to local district/AEA leadership through substantial responsibilities that increase over time in amount and complexity and involved direct interaction and involvement with staff, students, parents, and community leaders.	Demonstrated the ability to accept genuine responsibility for leading, facilitating and making decision typical of those made by district-based/AEA-based educational leaders through substantial responsibilities that increased over time in amount and complexity and involved direct interaction and involvement with staff, students, parents, and community leaders.	Failed to demonstrate the ability to accept genuine responsibility for leading, facilitating and making decisions typical of those made by district-based educational leaders.
Standards based	An impressive level of knowledge and skills in the application of ISSL and AASA Standards.	Applied skills and knowledge articulated in ISSL and AASA Standards.	Inadequate knowledge base and skill level in the application of ISSL and AASA Standards.
Real Settings	Experience included work with many and diverse community institutions, groups, and social service agencies.	Experience included work with appropriate community organizations such as social service groups and local businesses.	The settings were very limited.
Planned and Guided Cooperatively	Experiences were planned cooperatively by the Lead Mentor, Mentors With Special Expertise, the candidate, and the University Internship Professor to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the ISSL and AASA standards were executed at an exemplary level. These individuals worked together to meet individual and program needs. Mentors were provided training to guide the intern experience.	Experiences were planned cooperatively by the Lead Mentor, Mentors With Special Expertise, the candidate, and the University Internship Professor to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the ISSL and AASA standards. These individuals worked together to meet individual and program needs. Mentors were provided training to guide the intern experience.	Experiences were planned cooperatively by the Lead Mentor, Mentors With Special Expertise, the candidate, and the University Internship Professor, but there was a break down in the execution. Mentors were provided training to guide the intern experience.
Credit	9 hours credit is awarded for the intern experience.	9 credit hours are awarded for the internship experience.	Credit was not awarded.

Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in ISSL, AASA Standards and leadership exit proficiencies through substantial, sustained work in real settings, planned and guided cooperatively by the institution and school district/AEA personnel for graduate credit.

University of Northern Iowa
Department of Educational Leadership and
Postsecondary Education

EDUCATIONAL LEADERSHIP INTERNSHIP VERIFICATION FORM

Use this form for plotting initial ideas on questions 3&4 before submitting electronically on the
Ed Leadership Superintendency System found on MyUNIverse.

1. Name of Intern (Print): _____

2. Standard and proficiencies (e.g.: 1.8, 2.8, 2.11, 4.3, and 4.5. See next page for list):

NOTE: Record all Standards that apply. _____

3. Briefly describe this internship experience, including the goal and your specific role. Make sure to identify which type of experience you completed (course-assigned, site-determined, ISFLC, or business):

4. Please reflect on what you have learned and how you intend to apply this learning in a future administrative role.

   NOTE: Intern and Lead Mentor **are required** to have a reflective feedback and coaching conversation at the conclusion of each internship activity.

5. Artifact developed for this experience   Yes   No

6. Intern verification: Approximate hours spent   _____

<table>
<tr><td rowspan="10">NOTE:
Record one
Proficiency
per line and
record the
standard total
on the line
provided.</td><td></td></tr>
<tr><td>(e.g.: 1.8 = 5 hrs.)</td></tr>
<tr><td>Approximate hours spent_____</td></tr>
<tr><td>(e.g.: 2.8 = 3 hrs.)</td></tr>
<tr><td>Approximate hours spent_____</td></tr>
<tr><td>(e.g.: 2.11 = 6 hrs.)</td></tr>
<tr><td>Approximate hours spent</td></tr>
<tr><td>(e.g.: 4.3 = 4 hrs.)</td></tr>
<tr><td>Approximate hours spent</td></tr>
<tr><td>(e.g.: 4.5 = 1 hrs.)</td></tr>
</table>

_____

Total Hours for Activity _____ _____

7. Lead Mentor verification of satisfactory completion of the above internship experience:

_____   _____
(Signature of Lead Mentor)   (Date)

_____
Print Name

Student Assessment System Access Steps

UNI Home Page

Log onto MyUniverse

Select Ed Leadership Superintendency Student System

Select View/Record My Experience

Select File New Form

Select Course Assigned or Site-Based

Select all Standards and Exit Proficiencies that apply

Record Hours

Complete Reflections and Save

View My Progress shows all info

Portfolio Guide

Mission Statement:

The Educational Leadership Faculty at the University of Northern Iowa develop and nurture reflective leaders of learning, service, and change who positively impact school improvement and student achievement.

**University of Northern Iowa
Cedar Falls, Iowa 50614-0604
Denise Schares, Program Coordinator
Phone: (319) 273-2771
Updated Spring 2017**

The Portfolio Requirement

The following guidelines have been developed to assist students in their understanding, reflection, collection, and selection of materials for their Superintendent Professional Portfolios. These guidelines will also assist students in understanding the Review Committee Process for the student's Portfolio Review.

Each portfolio must address the Required Sections in the order listed. Three topical areas are optional. Students need to decide whether the optional topics are suitable for their portfolios. Other topics such as technology can be developed and added to the portfolio. However, the student must be careful the portfolio does not become too long or too unwieldy to use with ease. All written entries must be double-spaced and utilize 12-point font with Times Roman or Courier typefaces. A page is considered to be approximately 250 words. It is recommended that the portfolio be submitted in an electronic format.

Your Portfolio must demonstrate your ability as a Leader of Learning, Service and Change, and show evidence that you have met the 16 program proficiencies and performances and possess the knowledge and dispositions required for the Iowa Standards for School Leaders (ISSL).

Completed Portfolios must be delivered, sent or electronically submitted to the Educational Leadership office or your Internship advisor **one week prior to the portfolio review**. Portfolios should be sent to: Department of Educational Leadership and Postsecondary Education, University of Northern Iowa, Cedar Falls, IA 50614-0604. Please mark your portfolio to the attention of the internship advisor you have been working with throughout your experience.

Portfolio
Requirements

1. **Table of Contents - Required (1 page)**
   - You may use either page numbers or tabs to define sections.

2. **Superintendent Pledge – Beliefs about Leadership - Required (2 pages)**
   - Articulate for the Board of Education how you will demonstrate or what they can expect from you as a leader of learning, leader of service and leader of change.

3. **Resume - Required**
   - Your resume should highlight your leadership activities, roles, and accomplishments.   This task may require multiple pages.
   - Prepare a resume that would outline your qualifications and experiences to be a superintendent/chief administrator.
   - Your resume must be well-organized, professionally attractive, and error free.

4. **Professional Development - Required**
   - Include a summary and reflection describing your professional growth activities/experiences from your program of study and your internship, internal and external to the program of study (such as National/State Conventions, AEA Involvement, Iowa Superintendents Finance and Leadership Consortium[ISFLC], SAI Conferences). (Strengths Quest, etc. may be included)
   - Prepare an action plan detailing future professional growth needed and how you plan to address the 16 Exit Proficiencies. In what areas do you feel you are proficient and which areas need further development?

ISSL Required

1. Visionary Leadership – Required

- Include an executive summary/reflection at the beginning of the section describing your activities/experiences and lessons learned.
- Include artifacts and work samples in your Portfolio demonstrating your competence related to the Standard, the Proficiencies, and the Responsibilities to meet the standard.
- Label the artifacts to describe the significance of placing them in the portfolio.

Leader of Change	
ISSL Standard 1:	Developing a Vision for Learning that is Shared and Supported by the School Community
Exit Proficiencies:	Collective Vision (4) Data and Information (8) Change Agent (16)

Leaders who meet the Standards:

Demonstrate executive leadership by developing a collective district vision which is shared and supported by the district/AEA community; shape district/AEA culture and climate; provide purpose and direction for individuals and groups; demonstrate an understanding of international issues affecting education; formulate strategic plans, goals, and change efforts with staff and community; set priorities in the context of community, student and staff needs; serve as an articulate spokesperson for the welfare of all students in a multicultural context.

Indicators. A superintendent should know and be able to:

- Formulate a written vision statement of future direction for the district that is shared and supported by the school community.
- Demonstrate an awareness of international issues affecting districts/AEAs and students.
- *Promote academic rigor and excellence for staff and students*.
- Maintain personal, physical, and emotional wellness.
- Empower others to reach high levels of performance.
- Build self-esteem in staff and students.
- *Exhibit effective problem solving*.
- Promote and model risk taking.
- *Respect and encourage diversity among people and programs.*
- *Manage time effectively*.
- *Facilitate planning within and between constituencies.*
- *Conduct district/AEA cultural and climate assessments.*
- Exhibit multicultural and ethnic understanding.
- Promote the value of understanding and celebrating district/AEA/community cultures.

2. **Instructional Leadership - Required**
   - Include an executive summary at the beginning of the section describing your activities/experiences and lessons learned.
   - Include artifacts and work samples in your Portfolio demonstrating your competence related to the Standard, the Proficiencies, and the Responsibilities to meet the standard.
   - Label the artifacts to describe the significance of placing them in the portfolio.

Leader of Learning	
ISSL Standard 2:	Promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional programs
Exit Proficiencies:	Culture of High Expectations for All Learners (students and adults) (7) Data and Information (8) Technology (11)

Leaders who meet the Standards:

Exhibit knowledge of instructional management by implementing a system that includes research findings on learning and instructional strategies, instructional time, advanced electronic technologies, and resources to maximize student outcomes; describe and apply research and best practice on integrating curriculum and resources for multicultural sensitivity and assessment strategies to help all students achieve at high levels.

Indicators. A superintendent should know and be able to:
- Develop, implement, and monitor change processes to improve student learning, adult development, and climates for learning. Demonstrate an understanding of motivation in the instructional process.
- Describe classroom management theories and techniques.
- *Demonstrate an understanding of the development of the total student, including physical, social, emotional, cognitive, and linguistic needs.*
- *Formulate a plan to assess appropriate teaching methods and strategies for all learners.*
- *Analyze available instructional resources and assign them in the most cost-effective and equitable manner to enhance student outcomes.*
- Describe instructional strategies that include the role of multicultural sensitivity and learning styles. Exhibit applications of computer technology connected to instructional programs.
- Describe alternative methods of monitoring and evaluating student achievement based on objectives and learning outcomes.
- *Describe how to interpret and use testing/assessment results to improve education.*
- *Demonstrate knowledge of research findings on the use of a variety of instructional strategies.*
- *Describe a student achievement monitoring and reporting system.*

3. **Organizational Leadership - Required**
   - Include an executive summary at the beginning of the section describing your activities/experiences and lessons learned.
   - Include artifacts and work samples in your Portfolio demonstrating your competence related to the Standard, the Proficiencies, and the Responsibilities to meet the standard.
   - Label the artifacts to describe the significance of placing them in the portfolio.

Leader of Learning	
ISSL Standard 3:	Ensuring Management of the Organization, Operations, and Resources for a Safe, Efficient, and Effective Learning Environment
Exit Proficiencies:	Problem/Conflict Resolution (6) Data and Information (8) Balanced Management and Leadership (9) Finance (10)

Leaders who meet the Standards:

Exhibit an understanding of the school district/AEA as a system by defining processes for gathering, analyzing, and using data for decision making; manage the data flow; frame and solve problems; frame, develop priorities, and formulate solutions; assist others to form reasoned opinions; reach logical conclusions and make quality decisions to meet internal and external customer expectations; plan and schedule personal and organizational work; establish procedures to regulate activities and projects; delegate and empower at appropriate organizational levels; secure and allocate human and material resources; develop and manage the district/AEA budget; maintain accurate fiscal records. This standard emphasizes the ensuring of a safe, efficient, and effective learning environment.

Indicators. A superintendent should know and be able to:
- Define processes for gathering, analyzing, and using data for informed decision-making.
- Demonstrate a problem-framing process. Define the major components of quality management.
- ***Develop, implement, and monitor change processes to build capacities for ensuring a safe, efficient and effective learning environment.***
- Discuss legal concepts, regulations, and codes for school operations.
- Describe the process of delegating responsibility for decision-making.
- ***Develop a process for maintaining accurate fiscal reporting.***
- Acquire, allocate, and manage human, material, and financial resources to effectively and accountably ensure successful student learning.
- Use technological applications to enhance administration of business and support systems.
- ***Demonstrate financial forecasting, planning, and cash flow management.***
- ***Perform budget planning, management, account auditing, and monitoring.***
- Demonstrate a grasp of practices in administering auxiliary programs, such as maintenance, facilities, food services, etc.
- Demonstrate planning and scheduling of personal time and organization work.

4. Collaborative Leadership - Required

- Include an executive summary at the beginning of the section describing your activities/experiences and lessons learned.
- Include artifacts and work samples in your Portfolio demonstrating your competence related to the Standard, the Proficiencies, and the Responsibilities to meet the standard.
- Label the artifacts to describe the significance of placing them in the portfolio.

Leader of Service	
ISSL Standards 4:	Collaborating with Families and Community Members, Responding to Diverse Community Interests and Needs, and Mobilizing Community Resources
Exit Proficiencies:	Interaction with Others (3) Communications (5) Diversity (12) Community Engagement (13) Relationships/Partnerships (15)

Leaders who meet the Standards:

Articulate district/AEA purpose and priorities to the community and mass media; request and respond to community feedback; and demonstrate consensus building and conflict mediation. Identify, track, and deal with issues. Formulate and carry out plans for internal and external communications. Exhibit an understanding of school districts/AEAs as political systems by applying communication skills to strengthening family and community support; align constituencies in support of district/AEA priorities; build coalitions with families and communities to gain financial and programmatic support; formulate democratic strategies for referenda; relate political initiatives to the welfare of children.

Indicators. A superintendent should know and be able to:

- Articulate district vision, mission, and priorities to the community and mass media.
- Demonstrate an understanding of political theory and skills needed to build family and community support for district/AEA priorities. Understand and be able to communicate with all cultural groups in the community.
- Demonstrate that good judgment and actions communicate as well as words.
- Develop formal and informal techniques to gain external perception of a district/AEA by means of surveys, advisory groups, and personal contact.

- ***Communicate and project an articulate position for education. Write and speak clearly and forcefully.***
- Demonstrate formal and informal listening skills. Demonstrate group membership and leadership skills.
- ***Identify the political forces in a community. Identify the political context of the community environment.***
- Formulate strategies for passing referenda.
- Persuade families and community to adopt initiatives for the welfare of children.
- ***Demonstrate conflict mediation. Demonstrate consensus building.***
- Demonstrate district/community relations, school business partnerships, and related public service activities. Identify, track, and deal with issues.
- Develop and carry out internal and external communication plans.

5. **Ethical Leadership - Required**
   - Include an executive summary at the beginning of the section describing your activities/experiences and lessons learned.
   - Include artifacts and work samples in your Portfolio demonstrating your competence related to the Standard, the Proficiencies, and the Responsibilities to meet the standard.
   - Label the artifacts to describe the significance of placing them in the portfolio.

Leader of Learning

ISSL Standard 5:   Acting with Integrity, Fairness, and in an Ethical Manner

Exit Proficiencies: Continuous Reflection (1)
Understanding of Self (2)

Leaders who meet Standards:
Understand and model appropriate value systems, ethics, and moral leadership; know the role of education in a democratic society; exhibit multicultural and ethnic understanding and related behavior; adapt educational programming to the needs of diverse constituencies; balance complex community demands in the best interest of the student; scan and monitor the environment for opportunities for staff and students; respond in an ethical and skillful way to the electronic and printed news media; and coordinate social agencies and human services to help each student grow and develop as a caring, informed citizen.

Indicators. A superintendent should know and be able to:
- ***Exhibit multicultural and ethnic understanding and sensitivity.***
- Describe the role of schooling in a democratic society. Demonstrate ethical and personal integrity.
- Model accepted moral and ethical standards in all interactions.
- Describe a strategy to promote the value that moral and ethical practices are established and practiced in each classroom and school.
- Describe how education undergirds a free and democratic society. Describe a strategy to ensure that diversity of religion, ethnicity, and way of life in the district are not violated.
- ***Formulate a plan to coordinate social, health, and other community agencies to support each child in the district.***

6. Political Leadership - Required

- Include an executive summary at the beginning of the section describing your activities/experiences and lessons learned.
- Include artifacts and work samples in your Portfolio demonstrating your competence related to the Standard, the Proficiencies, and the Responsibilities to meet the standard.
- Label the artifacts to describe the significance of placing them in the portfolio.

Leader of Change	
ISSL Standard 6:	Understanding, Responding to, and Influencing the Larger Political, Social, Economic, Legal, and Cultural Context
Exit Proficiencies:	Broader Context (multiple arenas) (14) Change Agent (16)

Leaders who meet the Standards:

Develop procedures for working with the board of education that define mutual expectations, working relationships and strategies for formulating district/AEA policy for external and internal programs; adjust local policy to state and federal requirements and constitutional provisions, standards and regulatory applications; recognize and apply standards involving civil and criminal liabilities.

Indicators. A superintendent should know and be able to:

- *Describe procedures for superintendent/board of education interpersonal and working relationships.*
- *Formulate a district policy for external and internal programs.*
- Relate local policy to state and federal regulations and requirements.
- Describe procedures to avoid civil and criminal liabilities.

• *Understand, respond to, and be able to influence the larger political, social, economic, legal, and cultural context.*

6.   **Educational/Community Honors - Optional**

7.   **Performance Evaluation - Optional**
- You could include internship evaluation forms (Formative and/or Summative Assessments) in this section representing performance evaluations of your work as an aspiring superintendent. You could also include a letter of evaluation or recommendation from your mentor(s) in this section or in the section: Letters of Commendation.

8.   **Letters of Commendation – Optional**

Portfolio Review Process

- Portfolios should be shared with your Internship Professor/Advisor prior to the portfolio review.
- Portfolios should be professionally presented as a final product to your advisor/internship professor. It is recommended the portfolio be submitted electronically. If unable to submit electronically you may send to: University of Northern Iowa, ELPE, Cedar Falls, IA 50614-0604.
- Review Committee may be composed of the following
    - Internship Advisor
    - Lead Mentor and mentors with special expertise
    - Educational Leadership Faculty
- Candidates will be required to present their portfolios and answer any questions that the committee may offer.
    - Each candidate will give a thirty (30) minute professional presentation of his/her portfolio to the committee.
    - Each candidate will be questioned for approximately thirty (30) minutes upon the completion of his/her presentation.
    - The Review Committee will give each candidate feedback about his/her portfolio; and then each candidate will be given the opportunity to provide feedback to the Review Committee about the Superintendent Preparation Program. (Approximately thirty [30] minutes)
    - This is a professional presentation similar to what you as a superintendent would present to a Board of Education, a community group, etc.

Superintendent Leadership Exit Proficiency Themes:

Graduates of the UNI superintendent / central office / AEA administrator preparation program will demonstrate these proficiencies at the entry level:

1. **Continuous reflection -** Demonstrates continuous reflection in vision, thinking, planning, and action.
2. **Understanding of self** - Engages in continuous growth to deepen understanding of self as a moral/ethical leader.
3. **Interaction with others** - Demonstrates impartiality, sensitivity, and ethical consideration in interaction with others.
4. **Collective vision** - Collaboratively builds, communicates, and stewards a collective vision that reflects the needs and realities of the school organization and the larger community.
5. **Communication** - Communicates effectively in appropriate ways for multiple audiences.
6. **Problem/conflict resolution** - Resolves problems and conflicts in a professional, tactful, timely and sensitive manner.
7. **Culture of high expectations for all leaders (students and adults)** - Collaboratively creates an active culture of high expectations for student and adult academic and social development based on research, theory, best practice, and the current context.
8. **Data and Information** - Uses multiple sources of data (information and knowledge) as diagnostic tools to assess and enhance learning, and to make informed decisions.
9. **Balanced Management & Leadership** - Balances management and leadership in a manner that centers on learning as the primary focus.
10. **Finance** - Implements fiscal policies and actions that ensure equitable financial allocation of resources for the school organization.
11. **Technology** - Applies and assesses current technologies for instruction, management, business procedures and monitoring student achievement.
12. **Diversity** - Promotes, honors, and values diversity among stakeholders as essential for the health of the organization.
13. **Community engagement** - Engages the community to create and sustain shared responsibility for student and school organization success.
14. **Broader context (multiple arenas)** - Applies understanding of the political, social, economic, legal and cultural contexts to develop activities and policies that benefit all students, their families, and the larger community.
15. **Relationships/Partnerships** - Develops and implements a plan for nurturing relationships with the board of education, community members and the media, and reaches out to business, religious, political, parent, support agency and service organization stakeholders to strengthen programs and support district goals.
16. **Change Agent** - Develops and implements educational programs that nurture multiple relationships to enhance the changing environment in Iowa communities and school districts/AEAs.

The Superintendent Professional Portfolio
Educational Leadership Program Culminating Activity Evaluation Report
Superintendent Cohort 20___

Name_____ Evaluators_____ Date:_____

Category	Well-Developed	Developed	Emerging	Comments
Table of Contents **(Required)**		.		
Superintendent Pledge **(Required)**				
Resume **(Required)**				
Professional Development **(Required)**			.	
Leader of Change ISSL Standard 1 Visionary Leadership (Required) Exit Proficiencies: 1.4 Collective Vision 1.8 Data and Information 1.16 Change Agent				
Leader of Learning ISSL Standard 3 Organizational Leadership (Required) Exit Proficiencies: 3.6 Problem/Conflict Resolution 3.8 Data and Information 3.9 Balanced Management and Leadership 3.10 Finance				
Leader of Service ISSL Standard 4 Collaborative Leadership (Required) Exit Proficiencies: 4.3 Interaction with Others 4.5 communications 4.12 Diversity 4.13 Community Engagement 4.15 Relationships/Partnerships				

The Superintendent Professional Portfolio
Educational Leadership Program Culminating Activity Evaluation Report

Category	Well-Developed	Developed	Emerging	Comments
Leader of Learning ISSL Standard 5 Ethical Leadership (Required) Exit Proficiencies: 5.1 Continuous Reflection 5.2 Understanding of Self				
Leader of Learning ISSL Standard 6 Political Leadership (Required) Exit Proficiencies: 6.14 Broader Context (multiple areas) 6.16 Change Agent				
Educational/Community Honors (Optional)				
Performance Evaluations (Optional)				
Letters of Commendation (Optional)				

Feedback Notes:

Summative Program Assessment Form

Guidance will be provided to assist the candidate in acquiring superintendent endorsement in the state of Iowa. If additional development of the Portfolio is needed before recommending for endorsement, a conference between the faculty and candidate will be scheduled.

☐　　Recommendation that student gains further information/experience in:

_____

_____

_____

_____

☐　　Recommendation that student be approved for the superintendent endorsement in the state of Iowa.

Signatures reflect that a conference between the student and the faculty (representative) took place and a recommendation was made as to the next steps in the certification process.

_____	_____	_____
Signature of Student	Print Name	Date
_____	_____	_____
Signature of Internship Professor/Faculty Advisor	Print Name	Date

*After securing signatures, the Department will upload documents and letter to the Ed Leadership Superintendency System found on MyUNIverse.