

**UNIVERSITY OF KENTUCKY**  
**College of Education**  
**Department of Administration and Supervision**

**SPRING SEMESTER 1999**

**EDA 771 (420): Seminar in Administration: The School District  
Leadership and Management Practicum**

**Office Hours:**  
M-F 9 AM-5 PM

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**CLASS MEETINGS**

Friday Evening  
Tates Creek High School Room 217

**DESCRIPTIVE INFORMATION**

**GRADUATE BULLETIN DESCRIPTION**

A variable topic seminar on selected problems in school administration. Activities designed to improve skill in planning, decision making, organizing, communicating, evaluation, negotiating, and resolving conflict will be provided as appropriate. educational innovations and process of implementing change may be analyzed. May be repeated for a maximum of six credits.

**COURSE CREDIT**

3 Credit hours

**PREREQUISITES**

Admission to Department program or consent of the instructor.

## **COURSE OVERVIEW**

The Superintendency Practicum (EDA 771) is a field-based experience that emphasizes working with school district administrators in areas of school system management and leadership. Developing worthwhile practicum experiences is accomplished by focusing on superintendents' annual work cycle and identifying major activities that arise at different times during the year. Creating a template of activities is useful in aligning Practicum seminar discussions (professional knowledge) with field-based experiences (craft knowledge) and KDE prescribed training (knowledge of specific skills). Seminar discussions scheduled throughout the year to coincide with the changing nature of superintendents' work not only focus on understanding specific job responsibilities but also the pervasive regularities that keep the enterprise on sound footing.

Prescribed KDE superintendent training in the areas of Law, Finance, School-based Decision Making, Curriculum and Instruction, and Management may be taken concurrently with the practicum or at a later stage in your career. Information regarding dates of training will be provided students at the beginning of the practicum. **Students participating in the KDE Superintendent Training (5 modules) will have to secure funds from the District, SBDM council, or pay for the training as an individual). The current cost is \$200 per module.**

Practicum activities are designed to provide experiences relevant to building a required certification portfolio that demonstrates formal **Knowledge** of leadership and management, **Dispositions** (using that knowledge to reflect on experiences), and **Performances** (school-based application) as described in the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders adopted by The Kentucky Education Professional Standards Board in 1998.

Other courses in the certification sequence will be taken concurrently with the year-long Practicum and may enhance opportunities for instructors to link professional knowledge gained in university graduate classes to field-based activities. Designing assignments that link professional knowledge and field-based experience throughout the certification sequence enhance learning and augment students' ISLLC portfolios.

## **COURSE OBJECTIVES:**

**The primary objectives of this course include:**

1. Acquiring and synthesizing professional knowledge and research that undergirds successful practice in specific areas as a foundation for field-based experiences and KDE training in the areas of: Law, Finance, Site-based Decision Making, Curriculum, and Management.
2. Observing superintendents over a one year work cycle in field settings to help understand the nature and scope of school district leadership, management, and politics.

3. Assuming a leadership role in planning, decision making, implementation, and evaluation of selected field-based practicum experiences in a school district setting.
4. Informing students about training required by the KDE for superintendent certification.
6. Using Practicum activities, other course assignments, and related professional experiences to prepare portfolios in compliance with the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders adopted by The Kentucky Education Professional Standards Board in 1998 as recast by The American Association of School Administrators Standards for the Superintendency.

### **MAJOR TOPICS OF PRACTICUM SEMINARS**

1. Beginning superintendents
2. School district data analysis
3. Professional and organizational socialization
4. Superintendent selection and career paths
5. Superintendent evaluation
6. Law
7. Finance
8. Management
9. Site-based Decision Making
10. Curriculum and instruction
11. Standards and assessment

### **STANDARDS:**

The content of this course is based on the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders adopted by Kentucky in 1998. The American Association of School Administrators (AASA) Standards for the Superintendency are also used as a guide for content design in the course.

### **REQUIRED TEXTS**

**Chapman, C. H. (1997). *Becoming a superintendent: Challenges of school district leadership*. Upper Saddle River, NJ: Merrill. ISBN No. 0-13-398173-8.**

**Instructor (1999). *Superintendent practicum readings*.**

## **BOOKSTORES:**

**University of Kentucky Bookstore:** (606) 257-6309. Toll Free Number: 1-800-327-6141  
**Kennedy Bookstore:** (606) 252-0331

## **SUPPLEMENTARY TEXTS AND READINGS**

*Suggested Readings* provide an opportunity for students to expand their understanding of perspectives and applications discussed in class. Most of these will be available in the **Reserve** section of the College of Education Library in reserve holdings.

## **COURSE REQUIREMENTS**

The Practicum will require you to satisfactorily complete the following assignments. Your grade for the course will be based upon the instructor's and superintendent/Practicum supervisor's judgment regarding the quality of your performance in the areas noted below. The relative weight given to each of these areas in determining your grade is indicated in parentheses. Specific factors and points for each are included in Principal/Practicum Proposal information packet.

1. District-Community Analysis (Practicum Site) (15%)
2. Practicum Proposal (description projects) (5%)
3. Superintendent Shadowing (5%)
4. Practicum Portfolio including 5 Products - (Law, Finance, Site-based decision making, Curriculum, and Management) (75%).

## **STANDARDS FOR WRITTEN WORK**

All written work must be typed or produced from a word processor. **APA style is required.**

## **GENERAL MARKING SYSTEM**

A grading curve will not be used to determine letter grades.

**A = 90-100** represents **exceptionally high achievement** as a result of aptitude, effort, and intellectual initiative. It is valued at four grade points for each credit hour.

**B = 80-89** represents a **high achievement** as a result of ability and effort. It is valued at three grade points for each credit hour.

**C = 70-79** represents **average achievement**. It is valued at two grade points for each credit hour.

**E = 0- 59** represents **unsatisfactory performance** and indicates failure in the course. It is valued at zero (0) grade points and zero (0) credit hours.

## **MODE OF INSTRUCTION**

1. Seminars-Class discussion 10%
3. Field-based projects 90%

## **ADDITIONAL REQUIREMENTS**

### **1. Related Training:**

Universities will inform students about the availability of training activities offered by the Kentucky Department of Education's Superintendent Leadership Development Program. These activities are scheduled throughout the year and include the following training modules:

1. Law
2. Finance
3. Site-based decision making
4. Curriculum
5. Management

### **2. Time Frame :**

The EDA 771 Superintendency Practicum will be a year-long course, beginning in the Spring and concluding at the end of the Fall 1999 semester.

### **3. Release Time:**

Students may have to secure release time or use vacation time to complete Practicum some activities. Students who elect to participate in the KDE Superintendent Training will spend 14 days completing modules. This is in addition to time spent in school districts completing Practicum activities.

### **4. Personal Time Commitment:**

Practicum students will be expected to commit adequate time needed to complete a demanding schedule of field-based activities and seminars. Over the course of the Practicum year students should expect to spend approximately 300 hours in Practicum activities. Students will also spend 150 hours in field-based activities, completing one assignment for each of the five (5) KDE training areas: (1) Law, (2) Finance, (3) Site-based Decision Making, (4) Curriculum, and (5) Management. Students will also spend 25 hours in classroom seminars over three semesters. In addition, students may also spend 14 days (approximately 100 hours) completing the five KDE training modules. Finally, students will spend a least one day (8 hours) shadowing the superintendent.

### **5. Superintendent Practicum Site:**

It is advised that Practicum students seek out an exemplary school district administrator to serve as the Practicum site supervisor. The site supervisor will work with the student and

instructor in defining opportunities to learn and apply management and leadership skills, define projects, and participate in ongoing work.

## **6. Supervision of the Practicum:**

**University Instructor:** The instructor in the EDA 771 **The Superintendency Practicum** will assist the student in clarifying questions regarding the characteristics of desirable practicum experiences, organizing the Practicum experiences, and preparing the Proposal and the Portfolio. The instructor may meet with the student and site supervisor during the Practicum experience. The instructor will provide informal evaluations of the student periodically in the practicum experience and a final evaluation at the end of the practicum experience.

**Site Supervisor:** The Superintendent Practicum Site Supervisor should be an exemplary Superintendent in the individuals district or a district other than the one in which she/he is currently employed. The role of the Site Supervisor and expectations for their involvement in the Practicum will be described and included in the directions for completing the Practicum Proposal (Part II).

**7. District-Community Analysis (Practicum Site):** A key element in managing and leading a school district is understanding the characteristics of students, staff, and the community served. Thus, an important initial task will involve **collecting and analyzing district-community data** for your school district practicum site. The parameters for this activity are more fully described in the Practicum Proposal section of the Syllabus.

## **8. Formal Superintendent Interview:**

The key to providing a worthwhile practicum experience for aspiring school district leaders is understanding the nature of the work of exemplary superintendents. The goal of this formal interview is to listen carefully to what these individuals say about the nature of their work, the problems that seem most irritating, and identifying areas in which they needed more extensive preparation before assuming a district level administrative, and how these insights may improve professional preparation programs. This study is divided into two phases. Phase I calls for in depth interviews with individual superintendents in rural, suburban, and urban schools. Phase II entails sharing results of phase one data collection with colleagues in the Practicum seminar.

## **9. Superintendent Shadowing:**

It is important to understand the multiple and diverse influences on superintendents' work and how they take these factors into account when leading schools. While formal interviews may help understand their ideas of effectiveness in a wide variety of areas, shadowing may provide greater insight into how circumstances, pressures, and ambiguity influence finding solutions to problems that affect school districts.

This initial glimpse of the complex nature of the superintendency may be expanded and enriched by observing a superintendent in action. To obtain first-hand knowledge of a principal's

work you will be asked to shadow a superintendent in a school district for several days over the course of the Practicum year. During this shadowing exercise you will be asked to keep copious notes of their activities and actions including direct quotations of conversations whenever possible. This shadowing exercise will have two parts: Part I is the observation and Part II is an interview with the superintendent regarding activities and actions observed. In completing Part II, you may want to focus on several events and probe more deeply into the reasons for actions taken.

**10. Developing and Completing Projects (5):** Each student will be expected to develop five (5) **different** products. These products or processes must be at a high professional level and will be left with the school district. Completing these projects for the school district will in some small way reward participating Site Supervisors for time spent working with Practicum students. The projects must be developed in cooperation with participating superintendents in areas that coincide with the five areas of KDE Training. Completed projects will serve as Portfolio entries and exhibit evidence of **Knowledge, Dispositions and Performances (ISLLC Standards)**.

**11. Proposal for the Superintendent Practicum Experience:** The student will prepare a practicum proposal (See Practicum Proposal handout). These activities are organized under the ISLLC Standards for School Leaders adopted by the Kentucky Professional Standards Board in 1998. The proposal should be developed in consultation with the site supervisor and a preliminary Proposal should be reviewed by the instructor before being submitted for approval.

**12. Practicum Approval:** After submitting the preliminary proposal for review by the site supervisor and the instructor she/he should submit the final copy for approval/signature of the site supervisor and the instructor. This document will guide students' work during the practicum. The instructor and the site supervisor must receive a signed photocopy of the Proposal.

**13. Certification Program Portfolio:** The Portfolio will be structured according to the class handout and entries will conform with ISLLC Standards. The Certification Program Portfolio should include activities completed for EDA 771 Practicum, other Educational Administration classes in the certification sequence, as well as other professional experiences.

## **RETURN OF PAPERS**

All papers will be returned by the instructor in a timely manner and discussed in class to contribute to the teaching and learning process.

## **ADMINISTRATIVE COURSE REQUIREMENTS AND POLICIES**

The instructor will adhere to all University of Kentucky policies pertaining to attendance, make-up tests, cheating/plagiarism, withdrawals, incomplete grades and examinations. Students

are expected to read and understand these policies prior to course work. Specific policies which obtain to the course include:

**ATTENDANCE:**

Class attendance requirements will conform to University policies.

1. The student is expected to attend all seminar classes as genuine and informed participation is a criterion for a grade in the course. Students who are unable to attend class because of illness, a death in the immediate family, professional obligations, religious holidays, or other circumstances which the instructor finds reasonable cause for non attendance must inform the instructor in advance of class meetings. If possible, students missing class must provide the instructor with advance notice. The instructor, according to University policy, may request a written excuse no later than the week following the absence.
2. Unexcused absences will result in a reduction in the students grade for class participation up to 10% of the total grade for the class.
3. Unexcused and excused absences that exceed four (4) class meetings during the semester may result in the instructor requesting the student take a **W** (withdraw) or **I** (incomplete) for the course.

## **PRACTICUM SEMINAR SCHEDULE**

### **1. INTRODUCTION, COURSE OVERVIEW & PORTFOLIOS**

### **2. BEGINNING SUPERINTENDENTS**

#### **Background Readings**

**Chapman, C.** (1997). *Becoming a superintendent: Challenges of school district leadership*. Upper Saddle River, NJ: Merrill.

Chapt. 1: Beginning superintendents and the challenges of leadership.

### **3. PROFESSIONAL & ORGANIZATIONAL SOCIALIZATION**

#### **Background Readings**

**Hamilton, (et al.)** (1996). Differences in the socialization experiences of promoted and aspiring school administrators.

**Hudson, M.** (1994). Women and minorities in school administration: Re-examining the role of informal job contact systems.

#### **Suggested Readings**

**Ogawa, R.** (1995). Administrator succession in school organizations.

**Button, H.** (1991). Vulnerability: A concept reconsidered.

### **CASE STUDY DISCUSSION**

**Chapman, C.** (1997). *Becoming a superintendent: Challenges of school district leadership*. Upper Saddle River, NJ: Merrill.

Chapt. 14: Mistakes beginning superintendents make.

#### 4. SUPERINTENDENTS' SELECTION AND CAREER PATHS

##### Background Readings

**Hord, S. and N. Estes** (1993). Superintendent selection and success. In Carter, D., Hord, S., and T. Glass. *Selecting, preparing and developing the school district superintendent*. Washington, DC: Falmer.

##### Suggested Readings

**Glass, T. (1992).** *The study of the American school superintendency: America's education leaders in a time of reform*.  
Chapt. 4: Professional experiences

**Grogan, M. (1996).** *Voices of women aspiring to the superintendency*.  
Chapt. 3: Routes to the superintendency

#### DISCUSSION: CASE STUDIES

**Chapman, C. (1997).** *Becoming a superintendent: Challenges of school district leadership*. Upper Saddle River, NJ: Merrill.  
Chapt. 5: Chad: System entry sets the stage.

#### 5. SCHOOL-DISTRICT DATA ANALYSIS

##### Background Materials

**Instructor: Handouts**

#### 6. BUDGETING AND FINANCIAL MANAGEMENT

##### Background Reading

**Carter, G. and Cunningham, W. (1997).** *The American school superintendent: Leading in an age of pressure*. San Francisco: Jossey-Bass.  
Chapt. 5: Doing more with less: The fiscal crunch.

**Hack, W., Candoli, I., and J. Ray** (1998). Strategic planning and budgeting. In *School Business administration: A planning approach*. Boston: Allyn and Bacon.

7.

## **PART I: RESTRUCTURING EDUCATION**

### **Background Reading**

**Conley, D.** (1996). *Are you ready to restructure?: A Guidebook for educators, parents and community members*. Thousand Oakes, CA: Corwin.

**Chapt. 2:** Rationale for restructuring

**Chapt. 4:** Educational standards and assessment.

**Chapt. 5:** Changes in curriculum and instruction

## **PART II: CURRICULUM AND INSTRUCTION**

### **Background Reading**

**Leithwood, K.** (Ed.) (1995). *Effective school district leadership: Transforming politics into education*. Albany: SUNY.

**Chapt. 5: Wills, F. and K. Peterson:** Superintendents management of state initiated reform: A matter of interpretation.

**Chapt. 6: Murphy, J.** Restructuring in Kentucky: The changing role of the superintendent and the district office.

### **Suggested Readings**

**Norton, M. S., Webb, L. D., Dlugosh, L. and Sybouts, W.** (1996). *The school superintendency: New responsibilities, new leadership*. Boston: Allyn and Bacon.

**Chapt.12:** Leadership for the improvement of the curriculum and instruction.

8.

## **LEGAL RESPONSIBILITIES OF THE SUPERINTENDENT**

### **Background Reading**

**Norton, M. S., Webb, L. D., Dlugosh, L. and Sybouts, W.** (1996). *The school superintendency: New responsibilities, new leadership*. Boston: Allyn and Bacon.

Chapt. 9: The superintendent and the law

9.

## **MANAGEMENT**

### **Background Readings**

**Konnert, W. and J. Augenstein** (1995). *The school superintendency: Leading education into the 21st century*. Lancaster, PA: Technomic.

**Chapt. 15:** The superintendent as business manager.

### **DISCUSSION: CASE STUDIES**

**Chapman, C.** (1997). *Becoming a superintendent: Challenges of school district leadership*. Upper Saddle River, NJ: Merrill.

Chapt. Kathleen: Whirlwind courtship, passionate honeymoon, quick divorce.

10.

## **SCHOOL-BASED DECISION MAKING**

### **Background Readings**

**Johnson, M. and Pajares, F.** (1996). When shared decision making works: A three year longitudinal study.

**Marks, H. and Seashore Louis, K.** (1997). Does teacher empowerment affect the classroom? The implications of teacher empowerment for instructional practice and student academic performance.

### **Suggested Readings**

**Lindle, J. C.** (1995). Empowering school staff: Legislating new roles in Kentucky. In Richardson, M. Lane, K. and Flanigan, J (1995). *School empowerment*. Lancaster, PA: Technomic.

**Ramirez, R., Webb, F. and Guthrie, J.** (1991). Site-based management: Restructuring decision making for schools.

**Smylie, M. Lazarus, V., and Brownlee-Conyers, J.** (1996). Instructional outcomes of school-based participative decision making

**Robertson, P., Wohlster, P. & S. Mohrman** (1995). Generating curriculum and

instructional innovations through school-based management.

## **DISCUSSION: CASE STUDIES**

**Chapman, C.** (1997). *Becoming a superintendent: Challenges of school district leadership*. Upper Saddle River, NJ: Merrill.

Chapt. 10: Breaking the mold by reading at dawn.

## **11. SUPERINTENDENT PERFORMANCE EVALUATION**

### **Background Readings**

**Candoli, C., Cullen, K., and D. Stufflebeam** (1997). Boston: Kluwer Academic Publishers.

Chapt. 5: Literature review findings.

Chapt. 7: An emerging model for superintendent evaluation.

### **Suggested Readings**

**Cleveland, M. and J. Rinehart** (1998). Superintendents and board chair ratings on 11 skill dimensions. (Kentucky).

**Eaton, W. and W. Sharp** (1996). Involuntary turnover among small-town superintendents. *Peabody Journal of Education* 71(2), 78-85.

## **12. ISLLC PORTFOLIOS**

### **Background Materials**

**Instructor:** Class Handouts

**Discussion:** Job Analysis and Portfolios (ISLLC).

13. **CONCLUDING SEMINAR AND COURSE EVALUATION**

**Required Reading**

**Carter, D., Glass, T., and Hord, S.** (1993). *Selecting, preparing and developing the school district superintendent*. Washington, DC: Falmer.

**Chapt. 9: Carter, D.** Leadership for learning: Learning for leadership

**CORRELATED TRAINING COMPONENTS:  
Kentucky Department of Education Training Module:**

1. **School-based Decision Making Training.** March 23-24, 1999: Eastern Kentucky University).
2. **Curriculum.** (April 13-14, 1999: Eastern Kentucky University).
3. **Finance.** (Tentative Date: August 15, 1999; Western Kentucky University).
4. **Law.** (Tentative Date: September 15, 1999: Eastern Kentucky University).
5. **Management.** (Tentative date: November 15, 1999).

**L. REFERENCE MATERIALS**

Blount, J. (1998). *Destined to rule the schools: Women and the superintendency 1873-1995*. Albany: SUNY Press.

Brunner, C. (Ed.) (2000). Women of color and the superintendency. Special issue of *Just and Caring Education*.

Brunner, C. (Ed.) (1999). *Sacred dreams: Women and the superintendency*. Albany: SUNY.

Carter, G. and Cunningham, W. (1997). *The American school superintendent: Leading in an age of pressure*. San Francisco: Jossey-Bass.

Carter, D., Glass, T., and Hord, S. (1993). *Selecting, preparing and developing the school district superintendent*. Washington, DC: Falmer.

Candoli, I. C., Cullan, K., and Stufflebeam (1997). *Superintendent performance evaluation: Current practice and directions for improvement*. Boston: Kluwer Academic Publishers.

Cuban, L. (1988). *The managerial imperative and the practice of school leadership in schools*. Albany: SUNY Press.

Glass, T. (1992). *The study of the American superintendency: America's education leaders in a time of reform*. Arlington, VA: American Association of School Administrators.

Grogan, M. (1996). *Voices of women aspiring to the superintendency*. Albany: SUNY Press.

Hoyle, J., English, F. & Steffy, B. (1998). *Skills for successful 21st century leaders: Standards for peak performers*. Arlington, VA: American Association of School Administrators.

Jackson, B. L. (1995). *Balancing Act: The political role of the urban school superintendent*. Washington, DC: Joint Center for political and economic studies.

Johnson, S. M. (1996). *Leading to change: The challenge of the new superintendency*. San Francisco: Jossey-Bass.

Kowalski, T. (1999). *The school superintendent: Theory, practice and cases*. Upper Saddle River, NJ: Prentice-Hall.

Leithwood, K. (Ed.) (1995). *Effective school district leadership: Transforming politics into education*. Albany: SUNY Press.

Norton, M. S., Webb, L. D., Dlugosh, L. and Sybouts, W. (1996). *The school superintendency: New responsibilities, new leadership*. Boston: Allyn and Bacon.

## PART I

### SUPERINTENDENT PRACTICUM PROPOSAL

#### GENERAL INFORMATION

DATE: \_\_\_\_\_

NAME: \_\_\_\_\_

POSITION TITLE: \_\_\_\_\_

BUSINESS ADDRESS: \_\_\_\_\_ BUS. PHONE: \_\_\_\_\_ E Mail \_\_\_\_\_

HOME ADDRESS: \_\_\_\_\_ HOME PHONE: \_\_\_\_\_

**CHECK AREAS OF CONCENTRATION: SELECT AREAS IN WHICH KDE SUPERINTENDENT TRAINING COINCIDES WITH ISLLC STANDARDS FOR YOUR FIELD-BASED PRACTICUM EMPHASES.**

**\_\_ISLLC STANDARD 1 - VISION:** The administrator is the instructional leaders who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

**\_\_ISLLC STANDARD 2 - LEARNING COMMUNITY (SCHOOL CULTURE/CLIMATE):** A school administrator is an educational leaders who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

**\_\_ISLLC STANDARD 3 - ORGANIZATIONAL MANAGEMENT AND LEADERSHIP:** A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

**\_\_ISLLC STANDARD 4 - SCHOOL-COMMUNITY RELATIONS:** A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

**\_\_ISLLC STANDARD 5 - ETHICAL LEADERSHIP:** A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**

**\_\_ISLLC STANDARD 6 - CONTEXT OF SCHOOLING:** A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political,**

**social, economic, legal, and cultural context.**

**CAREER AMBITIONS**

In the space below please indicate your career ambitions in the areas of school leadership.

Practicum Instructor Notations:

Date: \_\_\_\_\_

**SUPERINTENDENT PRACTICUM SITE**

Superintendent Practicum Student Name: \_\_\_\_\_ Phone Number \_\_\_\_\_

Location of District Practicum Site: \_\_\_\_\_

Practicum Site Address: \_\_\_\_\_ Phone No. \_\_\_\_\_

Practicum Site Supervisor: (Name) \_\_\_\_\_ Title: \_\_\_\_\_

**Provide a MAP with directions to the practicum site (Draw Below):**

**SUPERINTENDENT PRACTICUM - PRODUCTS OR PROCESSES**

PRACTICUM AREA 1: \_\_\_\_\_

ISLLC STANDARD : \_\_\_\_\_

OBJECTIVES:

DESCRIPTION OF ACTIVITY (Use an outline format and provide an estimate of time allotted for each task).

DESCRIPTION OF THE PROCESS OR PRODUCT.

PRACTICUM AREA 2: \_\_\_\_\_

ISLLC STANDARD: \_\_\_\_\_

OBJECTIVES:

DESCRIPTION OF ACTIVITY (Use an outline format and provide an estimate of time allotted for each task).

DESCRIPTION OF THE PROCESS OR PRODUCT.

PRACTICUM AREA 3: \_\_\_\_\_

ISLLC STANDARD: \_\_\_\_\_

OBJECTIVES:

DESCRIPTION OF ACTIVITY (Use an outline format and provide an estimate of time allotted for each task).

DESCRIPTION OF THE PROCESS OR PRODUCT.

PRACTICUM AREA 4: \_\_\_\_\_

ISLLC STANDARD: \_\_\_\_\_

OBJECTIVES:

DESCRIPTION OF ACTIVITY (Use an outline format and provide an estimate of time allotted for each task).

DESCRIPTION OF THE PROCESS OR PRODUCT.

PRACTICUM AREA 5: \_\_\_\_\_

ISLLC STANDARD: \_\_\_\_\_

OBJECTIVES:

DESCRIPTION OF ACTIVITY (Use an outline format and provide an estimate of time allotted for each task).

DESCRIPTION OF THE PROCESS OR PRODUCT.

## **EXAMPLE**

### **PRACTICUM AREA 1: School-Community Relations**

**ISLLC STANDARD 4 - SCHOOL-COMMUNITY RELATIONS:** A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

@Information about family and community concerns, expectations, and needs is used regularly.

#### **OBJECTIVES:**

- A. Analyze school-community data to better understand the school's multiple and diverse constituencies.
- B. Develop a school-community relations plan focused on two way communication with the school's external publics with regard to school activities and student learning.
- C. Develop an internal school relations plan focused on enhancing communication among staff and students.
- D. Develop a plan to assess internal and external communications components of the internal and external school-community relations initiatives.

#### **DESCRIPTION OF ACTIVITY:**

- A. Analyze school-community data to better understand the school's multiple and diverse constituencies.
  - 1. Identify characteristics of the community served by the school. (3 hrs.)
  - 2. Develop a rational for developing strategies for communicating with various constituency groups.(10 hrs.)
  - 3. Discuss characteristics and rational with the principal. (1 hr.)
- B. Develop a school-community relations plan focused on two way communication with the school's external publics with regard to school activities and student learning.
  - 1. Discuss with the principal previous and current school external communication efforts. (1 hr.)
  - 2. Review research and best practice on external communications. (12 hrs.)
  - 3. Develop appropriate strategies for developing/maintaining two way communication with each of the school's several constituency groups. (15 hrs.)
  - 4. Discuss the plan with the principal (1 hr.)
- C. Develop an internal school relations plan focused on enhancing communication among staff and students.
  - 1. Discuss with the principal current internal communication processes. (1 hr.)
  - 2. Discuss with teachers and staff "what works" and "what's needed". (4 hrs.)
  - 2. Review research on techniques and best practice on internal communications (staff/students). (12 hrs.)
  - 3. Develop appropriate strategies for developing/maintaining two way internal communications. (15 hrs.)
  - 4. Discuss the plan with the principal (1 hr.)
- D. Develop a plan to assess internal and external communications components of the internal and external school-community relations initiatives.
  - 2. Discuss the assessment processes and options with the principal. (1 hr.)
  - 1. Based on objectives of each component of the school-community relations plan, develop procedures best suited to gathering information (questionnaires/interviews/informal conversations) that may be used to assess its impact on improving communication with the school's external and internal publics. (6 hrs.)

## **DESCRIPTION OF THE PROCESS OR PRODUCT:**

Develop a school community relations plan for the school to enhance external and internal two-way communication that emphasizes the dissemination of information about school activities, collects information about community needs and concerns, as well as involving parents, students, and community members in the process of improving student learning. An assessment plan will be developed to determine the success of these initiatives and identify areas for improvement.

## **EVALUATION OF SCHOOL-DISTRICT DATA ANALYSIS**

### **INVENTORY OF SELECTED COMMUNITY CHARACTERISTICS**

(Thorough data, sound discussion, quality of data display)

1. Population characteristics	6 A	5 B+	4 B	3 C+	2 C	1 D
2. Communication channels	6 A	5 B+	4 B	3 C+	2 C	1 D
3. Community Groups	6 A	5 B+	4 B	3 C+	2 C	1 D
4. Economic conditions.	6 A	5 B+	4 B	3 C+	2 C	1 D
5. Political structure and leaders	6 A	5 B+	4 B	3 C+	2 C	1 D
6. Previous district school-community relations efforts	6 A	5 B+	4 B	3 C+	2 C	1 D
7. Economic conditions.	6 A	5 B+	4 B	3 C+	2 C	1 D

### **INVENTORY OF SELECTED SCHOOL DISTRICT CHARACTERISTICS**

(Thorough data, sound discussion, quality of data display)

1. Student population of school (grade level; test scores; gender distribution; absenteeism/retention etc.).	6 A	5 B+	4 B	3 C+	2 C	1 D
2. Teacher characteristics (gender distribution; age; education attainment; years experience)	6 A	5 B+	4 B	3 C+	2 C	1 D
3. Staff Characteristics (gender; years experience)	6 A	5 B+	4 B	3 C+	2 C	1 D

4. School Administrators (gender; education attainment; years administrative experience)	6 A	5 B+	4 B	3 C+	2 C	1 D
5. District Office professional staff	6 A	5 B+	4 B	3 C+	2 C	1 D

(15% Grade) TOTAL

### **PROPOSAL EVALUATION FORM**

1. Objectives are clearly stated and appropriate to the areas selected.	6 A	5 B+	4 B	3 C+	2 C	1 D
2. Activities are clearly stated and relevant to the objectives and areas selected.	6 A	5 B+	4 B	3 C+	2 C	1 D
3. Time allotments for each activity is realistic.	6 A	5 B+	4 B	3 C+	2 C	1 D
4. All information required by the proposal document is provided.	6 A	5 B+	4 B	3 C+	2 C	1 D

(5% of Grade) Total

### **INSTRUCTOR'S PRACTICUM EVALUATION**

1. District-Community Analysis (10%)	6 A	5 B+	4 B	3 C+	2 C	1 D
2. Superintendent Shadowing (5%)	6 A	5 B+	4 B	3 C+	2 C	1 D
3. Practicum Portfolio: Law	6 A	5 B+	4 B	3 C+	2 C	1 D
4. Practicum Portfolio: Finance	6 A	5 B+	4 B	3 C+	2 C	1 D
5. Practicum Portfolio: SBDM	6	5	4	3	2	1

	A	B+	B	C+	C	D
6. Practicum Portfolio: Management	6	5	4	3	2	1
	A	B+	B	C+	C	D
7. Practicum Portfolio: Curriculum and Instruction	6	5	4	3	2	1
	A	B+	B	C+	C	D

(5% of Grade) Total

### SITE SUPERVISOR'S EVALUATION

1. Student's attitude.	6	5	4	3	2	1
	A	B+	B	C+	C	D
2. Student's initiative.	6	5	4	3	2	1
	A	B+	B	C+	C	D
3. Degree to which objectives were met.	6	5	4	3	2	1
	A	B+	B	C+	C	D
4. Quality & usefulness of practicum products.	6	5	4	3	2	1
	A	B+	B	C+	C	D

Total

**Site Supervisor Comments:**

**Site Supervisor Signature:** \_\_\_\_\_

**Note:** At the discretion of the site-supervisor, this Evaluation sheet may be mailed directly to the instructor: Dr. Lars G. Björk, Department of Administration and Supervision, College of Education, 111 Dickey Hall, University of Kentucky, Lexington, Kentucky 41506-0017.

[Telephone: (606) 257-2450; FAX:(606) 257-1015; (E Mail) Lbjor1@pop.uky.edu]

**SITE SUPERVISOR DESIGNATION FORM**

STUDENT'S NAME: \_\_\_\_\_

STUDENT'S SOCIAL SECURITY NUMBER: \_\_\_\_\_

SITE SUPERVISOR'S NAME: \_\_\_\_\_

SITE SUPERVISOR'S TITLE: \_\_\_\_\_

NAME OF DISTRICT: \_\_\_\_\_

DISTRICT ADDRESS: (Street) \_\_\_\_\_

(City) \_\_\_\_\_ (State) \_\_\_\_\_ (ZIP) \_\_\_\_\_

DISTRICT TELEPHONE NUMBER:( ) \_\_\_\_\_

**AGREEMENT**

I agree to serve as a site supervisor during the Superintendent Practicum experience of \_\_\_\_\_  
\_\_\_\_\_ between January, \_\_\_\_\_ and December \_\_\_\_\_.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

**SUPERINTENDENT PRACTICUM APPROVAL SHEET**

**SUPERINTENDENT PRACTICUM INSTRUCTOR:** \_\_\_\_\_

**SUPERINTENDENT PRACTICUM SITE SUPERVISOR:** \_\_\_\_\_

**DATE PRACTICUM PROPOSAL APPROVED:** \_\_\_\_\_

**NOTES:**

**DIRECTIONS: Photocopy three (3) final, signed copies of the Superintendent Practicum Proposal and distribute to: (1) Instructor, (2) Site Supervisor, and retain one copy to include in your Portfolio.**

## **GENERAL GUIDELINES FOR SITE SUPERVISORS**

The following guidelines for practicing school administrators serving as site supervisors are intended to ensure common understanding of expectations for their role in providing a substantive experience for EDA-771 Superintendent Practicum students.

1. Superintendent practicum students should be introduced to district office staff and school administrators at a district level meeting or other appropriate occasion. This will facilitate recognition of Superintendent Practicum student and help her/him gain assistance and cooperation of staff members who may be asked to share knowledge and expertise with them. This is an important consideration even if the Superintendent Practicum student is currently a faculty or staff member in the participating district.
2. Each student must develop a Proposal for an individual plan for the Superintendent Practicum experience replete with a description of Objectives, Activities, and anticipated Products or Processes to be produced for the district. It is extremely important that the site supervisor help the student identify options and opportunities for involvement in district-based activities and work collaboratively with the student and University instructor in developing the Proposal. The Proposal, when accepted by the supervisor and instructor, will serve as the guiding document for implementing the practicum experience. This document may be modified as necessary over the course of the practicum year. The site supervisor's signature on the completed document indicates a commitment to ensure that the Superintendent Practicum student will have access to resources, information, and experiences outlined in the Proposal.
3. Site supervisors are encouraged to set aside time on a regular basis when the student may meet with them to discuss district-based projects and concerns relating to the Superintendent Practicum experience. Guidance provided by site supervisors is an important component in the development of aspiring educational leaders.
4. Site supervisors are encouraged to provide as many varied experiences as practical. Including Superintendent Practicum students in special meetings, conferences, and planning sessions as well as routine administrative activities has proven to be extremely valuable to students.
6. Participating school districts may agree provide Superintendent Practicum students with fourteen (14) days release time during the practicum year to commit to completing Kentucky Department of Education Superintendent Training Modules and related field-based experiences. Site supervisors should help students identify opportunities that make productive use of this time.

## **PART II**

### **SUPERINTENDENT PRACTICUM ASSIGNMENTS**

#### **SCHOOL-DISTRICT DATA ANALYSIS**

##### **INTRODUCTION:**

All students will be engaged in developing district-community database and use this data to become familiar with the district's context, internal, and external constituencies. This information may be used to frame other projects and guide decision making at the building level. Sources of data may include: school consolidated plans, SAC's reports at the school; local and U.S. census reports; state and regional economic projections; reports from civic groups, and social service agencies.

**ISLLC STANDARDS:** This multi faceted project may be used to illustrate competencies in more than one ISLLC standard.

##### **INVENTORY OF SELECTED COMMUNITY CHARACTERISTICS**

1. Population characteristics
2. Communication channels
3. Community Groups
4. Economic conditions
5. Political structure and leaders
6. Previous district-community relations efforts

##### **INVENTORY OF SELECTED SCHOOL CHARACTERISTICS**

1. Student population of school (grade level; test scores; gender distribution; absenteeism/retention etc.)
2. Teacher characteristics (gender distribution; age; education attainment; years experience)
3. Staff Characteristics (gender; years experience).
4. School administrators (gender; education attainment; years administrative experience).
5. District office professional staff.

## **SUPERINTENDENT SHADOWING**

**Part I:** It is important to understand the multiple and diverse influences on superintendents' work and how they take these factors into account when leading school districts. While formal interviews may help understand their ideas of effectiveness, instructional and transformational leadership, shadowing may provide greater insight into how situations, pressures, and ambiguity influence finding solutions to district problems and provide opportunities for leadership and change.

This initial glimpse of the complex nature of the superintendency may be expanded and enriched by observing a superintendent in action. To obtain first-hand knowledge of a superintendent's work you will be asked to shadow a her/him in a school for at least one and preferably several full days during the year. During this shadowing exercise you will be asked to keep copious, chronological notes of the superintendents' activities and actions including direct quotations of conversations whenever possible. Please use the attached Protocol Sheet to take field notes during your Shadowing experience and as a format for typing them for submission to the instructor.

**Part II:** A complimentary piece of the shadowing exercise is the reflective interview. You will be asked to return to the district the following day (or as soon as possible) to discuss with the superintendent what was observed. When conducting these reflective interviews, the student should select several decisions/actions observed and ask the superintendent to reflect and comment on their actions. No judgement or evaluation of their actions should be implied by your questions as your primary interest is to obtain a clearer understanding of the events observed, the reasons grounding their actions, and intended outcomes. This will provide a framework for understanding how the superintendent integrates knowledge of the community, students, the organization, her/his vision of the district.

You may wish to analyze your notes to identify daily routines or significant actions taken to help focus your reflective interview.

### **PART III**

#### **FORMAL INTERVIEW**

##### **THE EXEMPLARY SUPERINTENDENT: A STUDY OF SCHOOL SUPERINTENDENTS, THEIR JOBS, AND THE PROBLEMS THEY FACE**

NAME OF INTERVIEWER: \_\_\_\_\_

DATE OF INTERVIEW: \_\_\_\_\_

#### **SUPERINTENDENT INTERVIEW - PHASE I**

##### **INTRODUCTION**

The key to providing a worthwhile practicum experience for aspiring school leaders is understanding the nature of the work of exemplary superintendents. The goal of this formal interview is to listen carefully to what these individuals say about the nature of their work, the problems that seem most irritating, and identifying areas in which they needed more extensive preparation before assuming a central office position or a superintendency, and how these insights may improve professional preparation programs. This study is divided into two phases. Phase one calls for in-depth interviews with individual superintendents in rural, suburban, and urban schools. Phase two entails sharing results of phase one data collection with colleagues in the Superintendent Practicum seminar.

This interview represents phase one and consists of seven sections, covering background information on the person being interviewed, perceptions of their job, their most irritating problems, how they deal with those problems, the quality of their professional preparation program, advice on how better to prepare future educational leaders, and the characteristics of their work.

1. **BACKGROUND INFORMATION**

1.A. Name of Interviewee (Optional)

1.B. Current Position

1.C. Size of District (# students) \_\_\_\_\_

Location of district:   Urban               Suburban       Rural

Type of district:       Public           Private               Parochial

Alternative: (explain)

Percentage of students receiving free and reduced lunch:

Percentage of students of color: (non-white)

1.D. Age:

1.F. Gender:

1.G. Race/Ethnicity:

1.H. Years in current position:

1.I. Total years in the superintendency:

1.J. Number of superintendencies held

1.K. Educational background and university degrees:

B.A./B.S. (year) \_\_\_\_\_ Level II (year) \_\_\_\_\_  
M.A./M.S. (year) \_\_\_\_\_ Ed.S. (year) \_\_\_\_\_  
Level I (year) \_\_\_\_\_ Ed.D./PhD.(year) \_\_\_\_\_

1.L. Age when first superintendency attained:

1.M. Recent professional Development experiences that interviewee found to be most rewarding:

1.N. In five years, what would the interviewee hope to be doing and where?

## **2. PERCEPTIONS OF THE JOB OF SUPERINTENDENT**

2.A. In what ways has your job changed since you first became a superintendent?

2.B. In what ways has your job as a superintendent changed since KERA was enacted?

2.C. In what ways have you changed since you first became a superintendent?

2.D. What types of experiences make you feel as though you've had a "good day"?

2.E. What types of experiences make you feel as though you've had a "bad day"?

2.F. What type of experiences have made you think about making a career change?

2.G. If you were leaving your job what should your replacement know about it that only you know?

### **3. IRRITATING PROBLEMS**

3.A. What are the most irritating problems or aspects of the superintendency that you must confront. (give examples of each type of concern).

- 3.B. How do current problems of the superintendency compare with those you found most troublesome when you first became a superintendent?

#### **4. COPING WITH PROBLEMS**

- 4.A. For each irritating problem described previously (3.A.), please describe how you tend to deal with it.

#### **5. PREPARATION TO DEAL WITH IRRITATING PROBLEMS**

- 5.A. What did you learn in your graduate level educational administration program that prepared you to deal with the irritating problems described in part 3.A.?. Please provide as much specific information regarding your preparation program as possible.

5.B. What aspects of your work were you best prepared as a result of your graduate preparation program in educational administration? What aspects of your work were you least well prepared as a result of your graduate preparation program in educational administration?

5. C. What aspects of non-university professional development prepared you to deal with the irritating problems described in part 3.A.?. Please provide as much specific information regarding your preparation program as possible.

5.D.What organization(s) provided professional development in which you participated?

- AASA
- ASBO
- NASSP
- AFT
- NEA
- ASCD
- NAESP
- State AASA
- NSPRA
- NASPSA
- NASBSA affiliate
- State Education Agency
- Private sector
- other

5.E. In general, how would you evaluate graduate programs in educational administration in your state in preparing individuals for the superintendency

- Excellent
- good
- Fair
- poor
- No opinion

5.F. In general, how would you evaluate the graduate program in educational administration which you attended.

- Excellent
- good
- Fair
- poor
- No opinion

5.G. In general, how would you evaluate non-university based professional development/training in which you have participated.

- Excellent
- Good
- Fair
- Poor
- No opinion

## **6. PREPARING FUTURE SUPERINTENDENTS**

6.A. What changes, if any, would you make in graduate programs for superintendents? Please provide your reasons for advocating each change.

6.B. Is there any district initiative or improvement effort that you have been reluctant to pursue because you felt you lacked adequate training and/or skill? Please explain.

## 7. THE SUPERINTENDENT'S ANNUAL WORK CYCLE

7.A. What are the primary activities of your **annual** work cycle? (Describe them as they unfold during the year).

7.B. What activities occur **periodically** or on a **monthly** basis?

7.C. What activities occur **episodically** or on a **daily** basis?

### **INFORMED CONSENT LETTER**

By signing this letter, I acknowledge my awareness that I am being interviewed as part of a study by the University of Kentucky in conjunction with the EDA 771 Superintendency Practicum course. The purpose of this study is to understand better the nature of the roles of practicing superintendents and to employ such understanding in improving the preparation of future educational leaders. I realize that I am under no obligation to participate in this study.

If I choose to participate in this study, I may request that my name not appear on the transcript of my responses or otherwise be identified in reporting findings.

I (agree) (refuse) to be interviewed as part of the Principal Practicum Study.

\_\_\_ Check if you do not want your name to appear on the interview transcript.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name (print): \_\_\_\_\_

Name of Interviewer: \_\_\_\_\_

## PART IV

### PORTFOLIOS

You will prepare two (2) separate but related portfolios.

**Certification Program Portfolio:** While you are enrolled at the University of Kentucky, you will be preparing a cumulative Certification Program Portfolio. The **Certification Program Portfolio** will be structured according to the class handout and entries will conform with ISLLC Standards. The Certification Program Portfolio should include activities completed for the EDA 771 Superintendent Practicum as well as other Educational Administration classes. Portfolio entries will be introduced by using a standard, brief 2-3 page (single spaced) piece that describes your Knowledge, Dispositions, and Performance. This format provides a useful way for you to present information required by ISLLC and will be helpful to those reviewing your portfolio.

Your Certification Program Portfolio may serve several purposes. First, it will be used to illustrate your capability of performing professional level work to evaluating ISLLC portfolios for professional licensure. Second, as noted above, the ISLLC portfolio may be used as a resource for developing **Job Interview Portfolios**.

**Job Interview Portfolio:** The second portfolio, the **Job Interview Portfolio** will contain more than ISLLC based examples of professional work and is typically organized in a way that responds to distinct job requirements. You may apply for several different jobs that require different skills. That means you will have to organize your job interview portfolio in a manner that appropriately presents your qualifications for each job interview situation.

A useful strategy for anticipating future needs is to organize materials in a "drop box". The drop box includes items selected from the **Certification Program Portfolio** and other material such as certificates, resume, and your professional development plan etc. The "drop box" may have several sections (use dividers and tabs): (1) current resume; (2) letters of recognition; (3) Training certificates; (4) professional awards and vouchers; (5) newspaper articles that recognize your work; (6) professional growth plans (LEAP form, District Form, Individual Form); (7) professional development plan; (8) ISLLC Standards; (9) Internship requirements (forthcoming); (10) other administrator certification levels; and (11) Principal Practicum course requirements. You will probably want to add material to these sections over the years as you prepare for and advance your professional career. For example, you may include products or processes developed for the Principal Practicum or other courses in the certification sequence or graduate degree program. As you develop better, more current examples of your work **as an administrator** over the course of your career, you may want to replace old materials. The instructor will provide a description of how the Interview Portfolio should be organized in the Spring, prior to the Mock Interviews.

**NOTE:** When constructing either portfolio, be careful not to "stuff" it with examples but, carefully select high quality, current work that will reflect well on your administrative capabilities.

**UNIVERSITY OF KENTUCKY**  
**Department of Administration and Supervision**

**ORGANIZING THE CERTIFICATION PROGRAM PORTFOLIO**

**ORGANIZATION:**

**1. Table of Contents.** Your Portfolio will have a *Table of Contents* reflects where materials may be located.

**2. Sections & sub-sections:** Each section must have its own tab and divider. If you have multiple entries in one section, each entry will also have separate tabs and dividers.

**3. Portfolio Entry Cover Sheets:** Each portfolio entry must have a portfolio performance entry cover sheet that summarizes each example of your work (performance) included under each ISLLC standard. Remember, each entry will have a separate divider and have a separate portfolio entry cover sheet. The portfolio entry cover sheet is a brief 2-3 page (single spaced) section that describes your Knowledge, Dispositions, and Performance relating to the specific portfolio entry.

**DEFINITIONS:**

**Knowledge:** Knowledge refers to familiarity, awareness, and understanding about something learned through study and experience.

**Dispositions:** Dispositions refers to inclinations or tendencies that influence and direct actions. It is a reflective process that asks you to be aware of and evaluate your proclivities. It also asks you to reflect on how your performance (portfolio entry) promoted educational improvement.

**Performances:** Performances demonstrate your capacity to act in a professional manner.

**CERTIFICATION PROGRAM PORTFOLIO SECTIONS**

Table of Contents

Section 1: ISLLC STANDARD 1: Vision (shared and supportive of student learning)

Section 2: ISLLC STANDARD 2: Learning Community (school culture/climate)

Section 3: ISLLC STANDARD 3: Organizational Management and Leadership

Section 4: ISLLC STANDARD 4: School-Community Relations

Section 5: ISLLC STANDARD 5: Ethical Leadership

Section 6: ISLLC STANDARD 6: Context of Schooling

Section 7: Professional Growth Plans

a. District Form

b. Form of your own design

c. Other (LEAP) etc.

**UNIVERSITY OF KENTUCKY  
College of Education  
Department of Administration and Supervision**

**ORGANIZING THE INTERVIEW PORTFOLIO**

**GENERAL PORTFOLIO ORGANIZING STRATEGIES:**

- 1. Letter of Application:** Analyze qualifications for the position, then organize your letter to highlight your expertise and align with those requirements.
- 2. Resume:** Organize it to reflect how your experience meets position requirements.
- 3. Drop Box:** Be flexible! Because information may serve multiple purposes (i.e.) standards/indicators, you may want to maintain a "drop box". These information "modules" may be organized to align with job requirements.
- 4. Table of Contents.** Every time you rearrange information, you will need a new *Table of Contents*.
- 5. Sections & sub-sections:** Each must have its own tab and divider.

**MAJOR SECTIONS OF THE INTERVIEW PORTFOLIO**

**Section 1: Letter of Application**

**Section 2: Table of Contents**

**Section 3: Resume**

**Section 4: Credentials**

- a. Certificates
- b. Special Professional Development Awards
- c. Vouchers
- d. Letters of Commendation

**Section 5: INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM (ISLLC):**

**ISLLC STANDARD 1: Vision (shared and supportive of student learning)**

**ISLLC STANDARD 2: Learning Community (school culture/climate)**

**ISLLC STANDARD 3: Organizational Management and Leadership**

**ISLLC STANDARD 4: School-Community Relations**

**ISLLC STANDARD 5: Ethical Leadership**

**ISLLC STANDARD 6: Context of Schooling**

**Section 6: Professional Growth Plans**

- a. District Form
- b. Form of your own design
- c. Other (LEAP) etc.

**EXAMPLE**

**ISLLC CERTIFICATION PROGRAM: PORTFOLIO ENTRY COVER SHEET**

**STANDARD 1: (VISION OF STUDENT LEARNING)** A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

**NOTE:** The example is based on the School-Community analysis assignment and handout.

**Knowledge:** The administrator has knowledge and understanding of:

@ Information resources, data collection, and data analysis strategies.

**TASK 1:** Write a paragraph on the value of collecting and using data in decision making that reflects the professional knowledge base.

**TASK 2:** Write a paragraph describing what actual information and resources you accessed and used to develop the school-community analysis project data base (attached example).

**Dispositions:** The administrator believes in, values and is committed to:

@ The inclusion of all members of the school community.

**TASK:** Analyze the school-community data you collected and reflect on how it may be used to enhance student learning.

**Performances:** The administrator facilitates processes and engages in activities ensuring that:

@ Relevant demographic data pertaining to students and their families are used in developing the school mission and goals.

**TASK:** Briefly describe the attached school-community analysis document.

**ISLLC CERTIFICATION PROGRAM: PORTFOLIO ENTRY COVER SHEET**

**STANDARD 1:**

---

**Knowledge:**

---

**TASK:** Write a paragraph that includes concepts from the professional knowledge base (formal knowledge, literature) that frames your project and then write a paragraph describing what experiential or applied knowledge you used to complete the project.

**Dispositions:**

---

**TASK:** Reflect on how your performance (project) may be used to improve schooling.

**Performances:**

---

**TASK:** Briefly describe your performance (project).

## **ISLLC CERTIFICATION PROGRAM: PORTFOLIO ENTRY COVER SHEET**

**STANDARD :** \_\_\_\_\_

\_\_\_\_\_

**Knowledge:** Knowledge refers to familiarity, awareness, and understanding about something learned through study and experience.

**Dispositions:** Dispositions refers to inclinations or tendencies that influence and direct actions. It is a reflective process that asks you to be aware of and evaluate your proclivities. It also asks you to reflect on how your performance (portfolio entry) promoted educational improvement.

**Performances:** Performances demonstrate your capacity to act in a professional manner.