

DEPAUL UNIVERSITY

COLLEGE OF EDUCATION

*Department of Leadership,
Language and Curriculum*



Department of Leadership, Language and Curriculum

Superintendent Internship Handbook

Educational Leadership Program

2022 – 2023

COE Mission Statement

The mission of DePaul University's College of Education is to prepare educators, counselors, and leaders who are committed to creating equitable, compassionate, intellectually rich, and socially just environments. As part of a Vincentian university, we cultivate the social conscience, understandings, and practices necessary to address social inequities among and with individuals, communities, and institutions. We develop critical, creative practitioners and scholars who continually inquire and reflect on educational and professional practices. Through authentic experiences in and outside the classroom, we educate our students to be engaged, service-oriented citizens of local and global communities.

DePaul University Land Acknowledgment Statement

At DePaul University, we acknowledge that we live and work on traditional Native lands that are home to well over one hundred different tribal nations. We extend our respect to all of them, including the Potawatomi, Ojibwe, and Odawa nations, who signed the Treaty of Chicago in 1821 and 1833. We also recognize the Ho-Chunk, Myaaamia, Menominee, Illinois Confederacy, and Peoria people who also maintained relationships with this land.

We acknowledge that these sacred homelands were ruptured by the European invasion of the Americas. In 1493, Pope Alexander VI promulgated the Doctrine of Discovery, which seized Native lands and resources with impunity. This doctrine has been used by countries throughout the Americas, including the U.S., to legitimize colonial policies of displacement and genocide toward Native peoples and to justify colonial legacies of white superiority and global capitalism.

We appreciate that today Chicago is home to the sixth-largest urban Native population in the United States. We further recognize and support the enduring presence of Native peoples among our faculty, staff, and student body. And in the spirit of St. Vincent de Paul, we reaffirm our commitment, both as an institution and as individuals, to help make our community and our society a more equitable, welcoming, and just place for all.

Contents

| | |
|--|----|
| Welcome and Communication Overview | 3 |
| Roles and Responsibilities | 4 |
| SUPERINTENDENT INTERNSHIP PROGRAM | 5 |
| Timeline for Superintendent Internship | 5 |
| Applying for the Superintendent Internship Program | 6 |
| Timely Completion of Internship Program | 6 |
| Internship Requirements | 7 |
| Required Activities of an Internship | 10 |
| Internship Supervisory Sessions | 12 |
| Evaluation of the Internship | 13 |
| Assessment of Competencies in Dealing with Diverse Students | 13 |
| Appendix A: Instructions for Logging/Tracking Hours | 15 |
| Appendix B: Instructions for Completing Internship Evaluation | 16 |
| Appendix C: Competencies for Superintendents | 17 |
| Appendix D: Standard 2 - Required Assessments | 23 |
| Appendix E: ELCC Standard 2 - Curriculum, Instruction and Assessment Rubric | 26 |
| Appendix F: Internship Application Materials | 32 |

Welcome and Communication Overview

Dear Superintendent Intern,

Welcome to the Internship Program for Superintendents at the DePaul College of Education. The internship experience is an opportunity for you to develop, apply, and reflect on your leadership and administrative knowledge and skills in a variety of leadership situations.

Your first lines of communication during your internship are your Site Supervisor and DePaul Supervisor. Once you determine your internship site and Site Supervisor, you will submit an internship application and be enrolled in the first internship course, A&S 898. With the assistance of the department assistant, I will assign you to your DePaul Supervisor, who will then contact you to begin the advisory process.

The Site Supervisor and DePaul Supervisor should be seen as the first source of information and advice if you encounter any difficulties. If you are unable to negotiate issues with the Site Supervisor or DePaul Supervisor, contact me as the Director of the Internship Program. If I am unavailable, you may contact either the Educational Leadership (EdL) Program Director or the Chair of the Department of Leadership, Language and Curriculum.

Our contact information follows. I encourage you to make the most of this opportunity to practice leading, facilitating, and making decisions in a contemporary educational organization.



Melissa Bradford, Ph.D.
Internship Director, Educational Leadership

EdL Internship Director:

Dr. Melissa R. Bradford, Ph.D
Phone: (773) 325-2896
E-mail: melissa.r.bradford@depaul.edu

EdL Program Director:

Professor Andrea Kayne, J.D.
Phone: (773) 325-7661
E-mail: andrea.kayne@depaul.edu

Department Chair:

Dr. Sonia Soltero, Ph.D.
Phone: (773)-325-4788
E-mail: ssoltero@depaul.edu

Academic Advisor:

Brandon Washington
Phone: (773)-325-7495
Email: bwashin3@depaul.edu

Department Assistant:

Ava O'Malley
Phone: (773)-325-4806
Email: aomalle6@depaul.edu

Roles and Responsibilities

EdL Internship Director (Internship Director): The EdL Internship Director is a full-time faculty member at DePaul University and is responsible for the entire internship experience. The EdL Internship Director oversees and facilitates the assignment of the DePaul supervisor to the Educational Leadership student intern. The EdL Internship Director is available for consultation during the internship experience for the intern, the DePaul Supervisor, and the Site Supervisor as necessary.

LLC Department Assistant: The LLC Department Assistant oversees the administrative duties of the internship experience. They facilitate the application process, update all internship materials and distribute the relevant materials to all involved participants. They serve as the liaison between the Internship Director and students by collecting all required forms and documentation.

- LLC Department Assistant is Ava O'Malley, aomalle6@depaul.edu, 773-325-4806
Mailing Address: College of Education, 2247 N Halsted St. Rm. 344, Chicago, IL 60614

Academic Advisor: The Academic Advisor to the Internship program collects the application materials, sends them to the Internship Director for approval, and registers the student for the appropriate internship classes.

Student Intern: The Student Intern is responsible for meeting all of the internship experience expectations. The student intern is also responsible for locating and securing a Site Supervisor.

Site Supervisor: The Site Supervisor serves as both a supervisor and mentor to the student intern. The Site Supervisor must be a superintendent of the school district (or the chief executive officer of a school district authorized under Article 34 of the School Code [105 ILCS 5/Art. 34]) where a Student Intern internship is conducted and who supervises Student Interns during the internship period. The site supervisor is required to complete an evaluation (Appendix B) and write a reference letter for the student intern.

DePaul Supervisor: The role of the DePaul Supervisor is to act as a liaison between the field setting and the university. The DePaul Supervisor is responsible for working in collaboration with the internship Site Supervisor to complete the assessment of the Student Intern's performance during the internship.

SUPERINTENDENT INTERNSHIP PROGRAM

The Superintendent Internship provides students with an opportunity to integrate their learning about educational superintendent administration with the hands-on experience of superintendent and their own supervised experience as a student intern. This intensive field experience [300 clock hours] provides the student interns with an opportunity to reflect upon and gain confidence in their abilities to fulfill a superintendent role. The internship experience meets the program standards as developed by the ELCC (Educational Leadership Constituent Council).

The DePaul University College of Education seeks to prepare Urban Professional Multicultural educators who become life-long learners. This emphasis is the foundation for the entire experience. The student is expected to develop and further the knowledge and understanding, skills, appropriate attitudes and judgment. This is evidenced by a reflective consideration of the relationships between theory and practice, systematically considering multiple perspectives when making decisions, and exercising Vincentian personalism by treating all persons with dignity and unconditional respect.

These courses provide an approved internship as required by the Illinois State Board of Education requirements for Superintendent Licensure.

Timeline for Superintendent Internship

The table below reflects the general timeline for the internship component of the Superintendent Preparation program. Students should plan to complete the internship during their second year as a student to ensure that they acquire adequate course work to prepare them for their role as an intern.

| Fall Quarter | Winter Quarter | Spring Quarter |
|---|---------------------------|--|
| A&S 898 – 1 quarter hour A&S 899a – 1 quarter hour | A&S 899b – 1 quarter hour | A&S 899c – 1 quarter hour Internship Assessment |
| Summer Ending the First Academic Year | | |
| <i>Submit internship application</i> – By August 15 th students should submit the internship application forms to their Academic Advisor. Once the required paperwork has been submitted, the student will be assigned a DePaul Supervisor and their Academic Advisor will enroll students in A&S 898 and A&S 899a for the upcoming Fall Quarter. | | |
| Fall of Second Academic Year | | |
| <i>Interns complete internship seminar and begin logging hours</i> – The intern completes the seminar prerequisite course (A&S 898) which provides the interns with the requisite skills to enter into the internship experience, such as reflective practice, putting theory into practice, and familiarizing themselves with the life of central office. The intern begins clocking hours at a district office, under the supervision of a licensed superintendent. The intern will be assigned work that will demonstrate mastery of the ELCC Standards. | | |
| Winter of Second Academic Year | | |
| <i>Intern continues logging hours at internship site</i> – The intern continues clocking hours at a district office, under the supervision of a licensed superintendent. | | |
| Spring of Second Academic Year | | |
| <i>Intern continues logging hours at internship site</i> – The intern continues clocking hours at a district office, under the supervision of a licensed superintendent. | | |
| <i>Assessment</i> – The intern, Site Supervisor, and DePaul Supervisor complete the required assessment of the internship. | | |

Applying for the Superintendent Internship Program

Qualifications for Admission to the Internship Program:

Students in the Superintendent Licensure program must meet the following requirements in order to be eligible to enter into the internship experience.

1. The student must complete half of course work and have a minimum GPA of 3.25 prior to entering into the internship program.
2. The student must have been evaluated as having met all ELCC standards as they are prescribed in the curriculum.
3. The student must have met the Dispositional Standards of the College of Education/Educational Leadership program.
4. The student must have passed the State of Illinois Superintendent examination. The exam can be found at the *Illinois Licensure Testing System (ILTS)* website (www.il.nesinc.com). Content Test information for the Superintendent Test 225 can be found at: https://www.il.nesinc.com/TestView.aspx?f=HTML_FRAG/IL225_TestPage.html.
5. Superintendent candidates are required to complete Administrator Academy, AA#2000. This course is offered by the organizations shown below.
 - Illinois Principal Association: <https://ilprincipals.org/grow/teacher-evaluator-training/>
 - Illinois School Administrator Association: <https://web.cvent.com/event/aafac86a-4138-48c2-932a-08af70d74542/summary>

Please note: Students who do not meet these standards must work with their advisor to either develop a plan of remediation, implement it, and satisfy the prerequisites for the admission to the internship; or they must withdraw from the Superintendent Licensure Program.

Students who have met the qualifications for the internship must:

1. Complete an application seeking internship.
2. Submit evidence of having met the prerequisites for the internship to the academic advisor Brandon Washington, who will review and forward to the EdL Internship Director.
3. Upon placement, the mandatory Memorandum of Understanding (Appendix F) must be completed and signed by the student, site, and DePaul Faculty.
4. Submit completed internship application materials and site verification information to the Academic Advisor on August 15 prior to the academic year when internship hours will be completed.

Timely Completion of Internship Program

Interns are expected to complete the internship program in a timely fashion and within a year-long time frame. If an intern is working on a particular project with the mentor and requests an extension of time to see the project to fruition, an approval will be granted or denied on a case-by-case basis by the director of internships in consultation with the faculty supervisor and mentor.

In cases where the intern has met with serious personal or health-related issues, a student's status will be suspended up to one academic year, until the intern can take up the duties of the internship again. Any student in this situation must contact either the Director of Internships, the Program Director or the Department Chair as soon as possible—either directly, or if incapacitated, via a personal representative. The intern will be allowed to take up duties once they report back.

Examples of serious personal or health-related issues include:

- Death of an immediate family member (parent, spouse, child).
- Serious injury or debilitating illness of the student.

- Serious injury or debilitating illness of an immediate family member (parent, spouse, child) which requires the intern to focus attention on family rather than the internship.
- Serious destruction or loss of one's family residence/one's primary residence.

If an intern suspends internship for longer than one academic year, the student will need to be readmitted. If the intern has been absent from the program for more than two years, they may be required to take remedial coursework at the discretion of the program.

Internship Requirements

The internship portion of the program shall be conducted at one or more public school districts so as to enable the candidate to be exposed to and to participate in a variety of educational leadership situations in settings that represent diverse economic and cultural conditions and involve interaction with various members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners).

The internship shall consist of the following components:

- 1) Candidates will be engaged in leadership activities that advocate, nurture, and sustain a district culture and instructional program that promotes the district's improvement plan for all students to achieve academic and social-emotional success. This will involve creating and implementing rigorous and high-quality teaching and learning practices within the district, meeting diverse learning needs of each student, and aligning curriculum and instruction accordingly.
 - a. ELCC Standards: 2.2, 2.3, 2.4, 3.5(a), 5.1(a, b)
- 2) Candidates will be engaged in activities that demonstrate the ability to articulate the district vision as well as the leadership processes necessary to realize the vision. Candidates will use data-based research strategies and strategic planning processes to develop the vision, using appropriate school, district, community and/or student data. Candidates must communicate the vision to stakeholders via meetings, committees and other venues.
 - a. ELCC Standards: 2.1, 2.3(1-3)
- 3) Candidates will participate in the hiring of certified and classified staff for the district. They will become familiar with best practices for hiring district and building level employees. In addition, they will be responsible for the supervision and evaluation of administrative personnel. Activities will include participation in documentation and implementation of evaluation meetings with appropriate staff.
 - a. ELCC Standards: 3.1(d)(6), 3.2(e)
- 4) Candidates will be engaged in the development and implementation of short and long-range planning to support the district improvement plan. Professional development planning must be aligned and coordinated district-wide, with research and data-based rationale. The candidate will utilize evaluation data to further refine and develop professional development plans that meet the needs of a wide range of faculty and staff and support the success of all learners in the district.
 - a. ELCC Standard: 2.3
- 5) Candidates will be engaged in leadership activities that involve overseeing the district's policies and procedures while using strategic and long-range plans to align resources. Candidates will analyze budget and district's financial status to assess current resources for efficiently covering human, fiscal, and technological resources within the district. The candidate will review and revise policies dealing with protecting the safety and security of students and staff.

- a. ELCC Standard: 1.1, 1.2, 1.3, 1.4, 3.1(a, b, c), 3.1 (d)(1-5), 3.2 (a-d, f, g), 3.3 (a, b), 3.5 (b, c), 5.1(a), 5.3(b), 5.5(b), 5.4, 6.1(b), 6.2(a-c)
- 6) Candidates will engage in activities that involve informing stakeholders of emerging trends and initiatives in the district. They will ensure laws and policy are applied consistently, reasonably, and ethically.
 - a. ELCC Standards: 2.4, 3.4(a, b), 4.1 (a, b), 4.2 (a-c), 4.3 (a, b), 4.4 (a, b), 5.2 (a-c), 5.3 (a, c, d), 5.5 (a), 6.1 (a), 6.3 (a-c)

The internship shall require the candidate to work directly with administrators and others in the school district's primary office and to participate and take the lead in specific tasks related to meeting the competencies referenced in Appendix C.

Internship Site

- 1) A public school district may serve as an internship site if the superintendent of the school:
 - a. holds a valid and current professional educators license endorsed for superintendent issued pursuant to 23 Ill. Adm. Code 25.355 or 25.360; or
 - b. if the internship site is located in another state, holds a valid and current license that is comparable to the required Illinois professional educator license endorsed for superintendent issued by the state in which the internship site is located.
- 2) The aforementioned licensure requirements do not apply to a school district authorized under Article 34 of the School Code (Cities of over 500,000 inhabitants). Per 23 Illinois Administrative Code, Part 33, Section 33.40(b)(2)
- 3) In all cases, the superintendent of the internship site shall have two years of successful experience in that position as evidenced by relevant data and formal evaluations, or letters of recommendation from former supervisors that reflect achievement of the competencies set forth in Appendix C.

Site Supervisor and DePaul Supervisor

The school district superintendent shall serve as the Site Supervisor for that portion of the program.

- 1) Each Site Supervisor shall meet the following qualifications:
 - a. hold a valid and current professional educator license endorsed for superintendent or a valid and current license that is comparable to the required Illinois professional educator license endorsed for superintendent issued by the state in which the internship site is located; and
 - b. have served at least two years on a full-time basis as a superintendent, except that a first-year superintendent may serve as the Site Supervisor if that individual was hired after the candidate started the internship in the respective school district.
- 2) Each Site Supervisor shall:
 - a. provide the intern with experiences that are reflective of the job.
 - b. provide opportunities for the intern in all departments within the district office as well as the buildings as appropriate. The intern will have hands-on opportunities to work with human resources, curriculum, budget, as well as experiencing the superintendent-board relations.
 - c. provide activities at the building level that are pertinent to the job of the district superintendent and/or the designee.

- 3) The Site Supervisor will meet with the intern as well as all other district employees that may play a role in this experience. The Site Supervisor will explain responsibilities and related activities as well as ensure the university that a clear explanation will be given to all concerned. As in past practice, the District Superintendent will meet with the intern and those district designees responsible for additional activities. The Site Supervisor will in many instances be involved in these meetings, but if this is not possible, he/she will meet with the designee to ensure a complete understanding of roles and responsibilities.
- 4) The DePaul Supervisor will meet regularly with the superintendents and the intern. Some of these meetings will include all of the parties involved, and some will be with the pertinent individual. The DePaul Supervisor will be present when the intern makes presentations or when they are engaged in an activity at the district or board level. Ongoing communication will be in person and by phone and/or email. Communication with all parties is essential. The Director of Internships will meet with the DePaul Supervisor to ensure that said communication provides for a process to support the candidate's growth and development.
- 5) As previously stated, the Site Supervisor (superintendent or designee) will assign duties and activities to the intern that are reflective of the superintendent's responsibilities. The Site Supervisor or designee will be present at said activities and will gather pertinent information. The Site Supervisor will meet individually or in a group with the intern and will review the activity and the intern's actions. The supervisor will then provide feedback as fitting for the activity. In many cases, the DePaul Supervisor will be present for both the activity and the follow-up. It is essential that the Site Supervisor and the intern speak freely and honestly. The university supports this formative process as essential for transparency and candidate growth and development as a district level leader.

Internship Completion

- 1) Programs shall ensure that each candidate:
 - a. successfully completes the training and pass the assessment required under Section 24A-3 of the School Code [105 ILCS 5/24 A-3] prior to licensure, or before the candidate evaluates staff, should evaluation be included as a component of the preparation program, whichever occurs first.
 - b. passes the applicable content-area test prior to receipt of endorsement. (See 23 Ill. Adm. Code 25.710 (Definitions).)
- 2) Programs may charge fees of candidates, in addition to tuition, to be used to reimburse school districts for the costs of employing substitute administrators for candidates who are full-time administrators and must be absent from their schools districts in order to complete internship activities.
- 3) Programs may provide monetary stipends for candidates while they are participating in their internship.

Internship Extension

A program may extend the length of an internship beyond the expected date of completion for any candidate who has to discontinue the internship portion of the program due to unforeseen circumstances, such as a medical or family emergency.

- 1) Internship extensions will be granted by the Director of Internships on a case-by-case basis. Examples of serious personal or health-related issues include:
 - a. Death of an immediate family member (parent, spouse, child)
 - b. Serious injury or debilitating illness of the student

- c. Serious injury or debilitating illness of an immediate family member (parent, spouse, child) which requires the intern to focus attention on family rather than the internship.
- d. Serious destruction or loss of one's family residence/one's primary residence.

Students who extend the internship beyond one academic year will need to be readmitted.

The Structure of the Internship

The intern must complete a minimum of 300 clock hours at the negotiated school setting(s). The intern, while still a student, becomes a part of the administrative team by observing, participating and leading various aspects of the instructional program as negotiated with the mentor and DePaul Supervisor and outlined in this manual. The intern is to have experience with all constituencies of the district (English language learners; special education students; gifted education, etc.).

The intern's activities must meet the following criteria:

- 1) The intern's focus during the internship is the instructional mission of the district in all its aspects.
- 2) The intern's work must not just focus upon his/her learning but must also meet the real needs of the district setting to which they are assigned.
- 3) The purpose of the program's activities is to stretch the intern's talents and abilities beyond their comfort zone and allow them to grow in their ability as effective school district leaders.
- 4) The internship is not merely about doing, but about reflecting upon one's practice in light of their classroom learning.
- 5) Interns are to spend their time observing certified and exemplary leaders, experience the leadership demands of a full school year, participate with the leader in leading the instructional program and finally, take a leadership role in a number of aspects of the instructional program.

The intern is to be engaged in activities that focus upon the instructional mission of the district. Therefore, it would be inappropriate for the intern to be engaged in activities that do not **directly** impact the instructional program, such as the supervision of students in the cafeteria or at recess, or to serve in a secretarial capacity.

The intern must be engaged in the activities listed below and be able to demonstrate that s/he/they has either participated or taken a leading role in these activities.

Required Activities of an Internship

Candidate will submit a portfolio which includes a case analysis of a school district and a reflection paper. They will have to complete an exit interview, and they will have to do a mock interview for a superintendent position. They will present their case analysis paper in the final coursework.

Required internship activities include:

- The candidate will participate as a member of a district-wide collaborative team to assist in the completion of the district's strategic plan. (ELCC Standard 1.1)
- The candidate provides evidence of participation with the district team and identifies key elements of the shared vision. (ELCC Standard 1.2)
- The candidate will participate in the presentation of information to the Board of Education and the community members about the strategic plan as currently developed. (ELCC Standard 1.3)
- The candidate will participate with other district leaders in the development of professional learning activities to build and support capacity. (ELCC Standard 1.4)

- The candidate will familiarize himself/herself with districts strategic plan and will, with the support of the district superintendent, develop an action plan that will guide this activity. All necessary members of the district will be involved with the development of said plan and will be involved in carrying it out. (ELCC Standard 3.1 a & b)
- The candidate will meet with representatives of the district to gain a better understanding of processes and operations of specific areas with regard to the day-to-day operation of the district and its schools. The student and District Superintendent will meet to determine the scope of the analysis as well as the process used. Through this process/plan, the district will be able to determine and prioritize the areas of strength and weakness to be addressed. (ELCC Standard 3.1 c)
- The candidate will play a pivotal role in leading this process. This will include providing information on best practices in the areas noted as well as being given the opportunity to present the action plan and its findings to other district administrators, the Board of Education and teacher and community groups. (ELCC Standard 3.1 d)
- The candidate will familiarize themselves with the district's strategic plan and will interview all necessary parties to gather sound information regarding the fiscal health of the district. With the completion of this analysis, the candidate will lead a process to develop a multiyear plan of action to address needs and priorities. This developed plan will be presented to the district Superintendent and the district's CFO prior to district-wide distribution. Their feedback is essential, and necessary adjustments will be made. (ELCC Standard 3.2 a. & b.)
- The candidate will review building plans and discuss them with building principals and all appropriate buildings and grounds personnel. The intern will visit and become familiar with the district facilities, and they will analyze classroom space as well as other support areas for effectiveness. Upon completion of this analysis, the candidate will lead a process to develop a plan of action. This plan should include the results of his/her findings, recommendations for the effective use of facilities as well as how best to use technology to support this process. (ELCC Standard 3.2. c. & d.)
- The candidate will evaluate and gather information regarding personnel to support the educational process. He/she will meet with the Superintendent, Asst. Superintendent/ Director of Human Resources, and building principals to discuss needs and areas of concern. With this information in hand, the intern and other necessary personnel will develop recommendations that will better address the needs of the district as well as the students they serve. (ELCC Standard 3.2. e.)
- The candidate and the district CFO will meet on a regular basis to better understand the fiscal workings of the district's finance department. The candidate will be actively involved in developing processes and controls for the distribution of funds to buildings and other departments within the district. In addition, the CFO will guide the candidate in responsible ways to manage the district funds. This will include the receipt as well as the distribution of funds careful analysis of need and the oversight of the responsible management of the budget. (ELCC Standard 3.2. f. & g.)
- The candidate will analyze policies that support a safe and healthy learning and working environment for students and staff alike. The intern will lead a review of district policies and practices to ensure that these are being implemented effectively and that best practice exists. In conjunction with this review the intern will meet with police and fire departments as well as those in the district charged with the responsibility of/for crisis management to ensure that these policies and practices are in place and that all are aware of necessary protocols. (ELCC Standard 3.3 a. & b.)
- Leadership is essential to the life of a learning organization, the candidate along with district and building leaders will work to develop opportunities for the development of collaborative, collegial and meaningful activities. In addition, the district and building leaders along with the leadership of the teacher association/union will identify those members that have demonstrated the potential for sound leadership. (ELCC Standard 3.4 a. & b.)
- The candidate will review and identify the standards and documents currently in use within the district to determine instructional time and capacity. With this information in hand as well as information on best practice, the intern will make recommendations in this regard. These recommendations must be supported by research as well as practice and all pertinent information from the district must be considered. The district-wide plan must take into consideration structure

and systems currently in place and must utilize the strengths of district staff to fulfill its mission. It may be in the best interest of all concerned to look at and to investigate issues related to blocking scheduling as well as other alternative schedules. This process is complicated and will take time. All necessary personnel must be involved, and this must include the teachers' association/union. (ELCC Standard a., b. & c.)

- The candidate will attend local school board and education subcommittee meetings of the board. They will participate in dialogue and data-driven conversations and provide feedback about ways to improve the district's educational environment. (ELCC Standard 4.1)
- The candidate will participate in planning meetings that address the diversity and equity in the district. They will utilize district surveys or other tools to compile, analyze, and report on the communication plan for the district to ensure families are represented. (ELCC Standard 4.2)
- The candidate will participate in the development of the district engagement plan using data and feedback from parents and community members. (ELCC Standard 4.3)
- The candidate will participate in dialogue with local partners and assess their effectiveness. They will develop reports on the various partnerships and their direct or indirect impact on student learning and development. (ELCC Standard 4.4)
- The candidate will review and become familiar with district policy and participate in policy development at local board meeting (ELCC Standard 5.1 a.)
- The candidate will review and become familiar with district vision and mission and participate in decision-making processes with leadership team to understand how decisions support the success of each child. (ELCC Standard 5.1 b.)
- The candidate will observe and actively engage in professional behaviors and reflective practice. The candidate will utilize a journal to review decisions and how they were arrived at. (ELCC Standard 5.2 a.)
- The candidate will observe and participate in self-reflection about the district culture, discuss the elements related to the culture, and share thoughts with others during meetings and presentations. (ELCC Standard 5.2 b.)
- The candidate will present to small and large group audiences, share evidence, and reinforce a culture in verbal and non-verbal communication. (ELCC standard 5.2 c.)
- The candidate will practice using a decision-making model that supports and advocates for all members of the school community. The candidate will invite differing viewpoints and opinions throughout the internship. (ELCC Standard 5.3 a., b., & c.)
- The candidate will discuss with supervisor and leadership team the decision-making process in place. The candidate will reflect upon and practice a decision-making model that considers moral and legal consequences of decisions. (ELCC Standard 5.4)
- The candidate will model and serve as a champion of all students in the district. They will review and revise as needed policy or implementation of policy so that students are treated fairly. (ELCC Standard 5.5)
- Participate in board level policy discussions and report out to various constituent groups regarding new and existing initiatives. (ELCC Standard 6.1)
- The candidate will participate in local and state meetings/conferences. The candidate will also join superintendent groups and agencies to stay informed and communicate to various district-level groups regarding new initiatives. (ELCC Standard 6.2)
- The candidate will participate in board meeting and discussions and share current initiatives that support this goal (ELCC Standard 6.3)

Internship Supervisory Sessions

Interns are expected to have regular contact with their on-site mentor, the Site Supervisor, during the course of their internship experience. While some of these contacts will be of a more perfunctory nature, the mentor and intern are to set aside a period of time **each week** to discuss the intern's progress on assignments, reflect upon the work that the intern is doing, and to provide needed advice and guidance.

Both the intern and the mentor should see these meetings as an opportunity for continued growth in the profession.

In addition, the intern, the Site Supervisor and DePaul Supervisor will meet together **four times** during the internship: at the beginning, the end, and throughout the experience. The purpose of these meetings is to check in on the intern's progress; provide support to the mentor, in the role of mentor; observe the intern leading; and to assist the mentor in the process of evaluating the intern using the university-developed rubrics.

The intern should see the DePaul Supervisor as a resource, providing further insight into the integration of theory and practice, as well as an advocate, if the intern is having difficulties that cannot be resolved between the intern and the mentor.

Evaluation of the Internship

(From <https://www.isbe.net/Documents/33ark.pdf>) All candidates in the program will be informed of the particular internship requirements at several points throughout the program. Candidates will be informed of the specific internship requirements and rubric for passing the internship during the meeting that will be held upon admission into the program. Finally, faculty, DePaul Supervisors and the EdL Internship Director will all be available to answer student's individual questions about these rubrics at any time either prior to or during the course of the internship. The internship rubrics are found in Appendix E.

- 1) The superintendent preparation program shall rate each candidate's level of knowledge and abilities gained as a result of the candidate's participation in the internship required under Section 33.40 by implementing a process to assess both the candidate's understanding of school practices that foster student achievement and a positive learning environment and of his or her ability to provide effective leadership. The assessment process and any rubrics to be used shall be submitted as part of the program's application for approval under Section 33.70.
- 2) Except for ELCC Standard 2 (Curriculum and Instruction), the candidate shall demonstrate the competencies listed in Appendix C by completing during the course of the internship the tasks specific to each of the competencies identified in the assessment rubric developed pursuant to the previous paragraph.
- 3) Each superintendent preparation program shall use the assessments identified in Appendix D to determine a candidate's level of knowledge and abilities gained relative to competencies defined for ELCC Standard 2 (Curriculum and Instruction). The program shall rate a candidate's demonstration of having achieved competencies listed in Appendix D as "meets the standards" or "does not meet the standards" in accordance with the rubric set forth in Appendix E.
 - a. Candidates must achieve a "meets the standards" on each competency in order to successfully complete the internship.
 - b. Candidates who fails to achieve a "meets the standards" on any of the competencies may repeat the tasks associated with the failed competency at the discretion of the superintendent preparation program.

Assessment of Competencies in Dealing with Diverse Students

The rubric guarantees that interns have access to diverse students, and that they have shown themselves competent in leading teachers in the instruction of these students. This will take place by the intern's use of student data, program evaluation, and collaboration with special education, ELL and early childhood teachers. Further, the assessment will assess the student's ability to develop a School

Improvement Plan, provide proper materials for diverse student learning needs, work with faculty to implement instructional strategies and school-wide programs that implement IEPs, IFSPs and Section 504 plans, assisting teachers in providing individualized instruction which provides for the growth of each child. The assessment also ascertains that the intern has worked fairly and equitably with all families and advocates for each child.

All interns are required to be actively engaged with all populations in the school building. Any School Improvement Plan that is required of the intern must demonstrate that the intern has actively sought out the input of those teachers and other staff who work with special populations.

Above and beyond the general rubrics for the internship, the interns will describe how they were involved with students with (Individualized Educational Plans) IEPs, (Individualized Family Service Plans) IFSPs or Section 504 plans, English Language Learners, or other special groups, the intern's Site Supervisor will reflect with the intern about these experiences, and the DePaul Supervisor will be asked to assess the intern's ability to work with all students.

Candidates for the Superintendent Licensure will be informed of these expectations during the program orientation, during the midst of their coursework, and during the orientation to the internship process. Any candidate having questions on these expectations or any related issues may also speak informally with any of the educational leadership faculty or their mentor at any time about these issues.

Appendix A: Instructions for Logging/Tracking Hours

For regulatory reporting purposes, interns should log the hours they have completed at their internship site and upload it to D2L.

The recommended content is as follows:

| Date | Hours | Activity | Standard(s) (K-12) | Reflection |
|------|-------|----------|-----------------------|------------|
| | | | | |
| | | | | |
| | | | | |

Appendix B: Instructions for Completing Internship Evaluation

Steps for accessing internship evaluations at the end of the internship:

1. Use the following link to access the below webpage:

a. <https://rebrand.ly/EduLeadershipEvaluation>

2. Click the arrow button to move to the next page, where you will indicate whether you are an Intern, Site Supervisor, or DePaul Supervisor – all three will need to complete an evaluation.

3. From here, you will begin the evaluation.

Appendix C: Competencies for Superintendents

This Appendix sets forth the competencies that a candidate must acquire, aligned to each of the Standard Elements of the Educational Leadership Program Standards: 2011 ELCC District Level, as a result of successfully completing a superintendent preparation program. (Information from <https://www.isbe.net/Documents/33ark.pdf>.)

| Standard Category and Standard Elements | Competencies Aligned to the Standard Elements |
|---|---|
| Standard 1: Vision | |
| Standard Element 1.1 Understand and collaboratively develop, articulate, implement and steward a shared vision of learning for a school district. | Design, lead and support a collaborative process for developing and implementing a shared district vision and mission for learning that is characterized by a respect for students and their families, and community partnerships and includes a focus on the future. |
| Standard Element 1.2 Understand and collect and use data to identify district goals, assess organizational effectiveness and implement district goals. | Identify district-based tactical and strategic goals, and collaboratively develop implementation plans to achieve those goals and promote organizational learning and effectiveness. |
| Standard Element 1.3 Understand and promote continuous and sustainable district improvement. | Lead the process to develop a comprehensive plan for communicating and stewarding the district's vision, using evidence-centered continuous and sustainable improvement strategies, data reporting and strategic planning processes. |
| Standard 1.4 Understand and evaluate district progress and revise district plans supported by stakeholders. | Lead the process to evaluate district improvement processes to identify strategies or practices to be used to build the organizational capacity necessary to support continual and sustainable district improvement supported by district stakeholders. |
| Standard 2: Curriculum, Instruction and Assessment | |

| | |
|---|--|
| <p>Standard Element 2.1</p> <p>Advocate, nurture and sustain a district culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students.</p> | <p>Promote the district's plan for all students to achieve academic and social-emotional success.</p> |
| <p>Standard Element 2.2</p> <p>Understand and create and evaluate a comprehensive, rigorous and coherent curricular and instructional program for the district.</p> | <ul style="list-style-type: none"> a) Lead the district in the process to create and evaluate comprehensive, rigorous, and coherent programs to maximize high-quality teaching and learning practices within the district; b) Lead district change and collaboration that focuses on improvements to district practices, student outcomes, curriculum, instruction and assessment that: <ul style="list-style-type: none"> 1) Incorporates cultural competence in development of these programs; 2) Meets the unique learning needs and interests of diverse student populations; and 3) Personalizes the learning environment with high expectations for all students. |
| <p>Standard Element 2.3</p> <p>Understand and develop and supervise the instructional and leadership capacity across the district.</p> | <ul style="list-style-type: none"> a) Systematically direct the monitoring of teaching and learning practices across the district and provide assistance to school administrators; b) Facilitate the direction of the alignment of curriculum, instruction and assessments; c) Direct the use of evidence-based research in making curricular, instructional and assessment decisions; d) Provide district resources to support high-quality curriculum, instruction and assessments; e) Link the evaluation process to student progress, utilizing data from superintendents and teachers, and other related data sources; f) Develop assessment and accountability systems that utilize multiple data sources to monitor student success; g) Lead the process to design performance evaluation systems for staff based on multiple measures of professional performance and student outcomes, and provide feedback based on evidence; h) Provide leadership for districtwide and school-level professional development plans that result in continuous growth and increased capacity of school staff and leaders for improved teaching and student learning; and i) Set the expectation that the faculty and staff maximize time spent on curriculum, instruction and assessment. |

| | |
|---|---|
| <p>Standard Element 2.4</p> <p>Understand and promote the most effective and appropriate technologies to support teaching and learning within the district.</p> | <p>a) Lead the use of district technology and performance management systems to support teaching and learning; and</p> <p>b) Monitor, evaluate and report on the effectiveness of curriculum, instruction and assessment practices across the district, and make appropriate recommendations.</p> |
| <p>Standard 3: Management</p> | |
| <p>Standard Element 3.1</p> <p>Understand and monitor and evaluate district management and operational systems.</p> | <p>a) Develop and oversee district systems for effective and efficient management of policies, procedures and practices;</p> <p>b) Review and utilize the district's strategic and longrange plans to guide the district's daily practices;</p> <p>c) Analyze district processes and operations to identify and place in priority order strategic and tactical challenges for the district; and</p> |
| | <p>d) Identify and demonstrate the ability to lead the process to implement best practices in personnel management, facilities operation, financial and student procedures, data management, technology management and transportation systems.</p> |
| <p>Standard Element 3.2</p> <p>Understand and efficiently use human, fiscal and technological resources within the district.</p> | <p>a) Develop multi-year fiscal plans and annual budgets aligned to the district's strategic plan (vision, mission, values and goals);</p> <p>b) Analyze and develop a district's budget and financial status and project the district's long-term resource needs and expenditures;</p> <p>c) Lead the process to develop and implement facility and space utilization plans for the district;</p> <p>d) Lead the process to develop plans that reflect the district's vision for the use of technology to manage district operational systems;</p> <p>e) Identify, recommend, secure, allocate and evaluate appropriate human resources to support the educational program and operations;</p> <p>f) Demonstrate the ability to implement effective internal controls for the receipt and distribution of funds at the district and school levels; and</p> <p>g) Lead and implement an effective process for asset management.</p> |

| | |
|---|--|
| <p>Standard Element 3.3</p> <p>Understand and promote district level policies and procedures that protect the welfare and safety of students and staff across the district.</p> | <p>a) Lead the process to review, revise and implement district policies and procedures that result in a safe and secure environment for students and staff; and</p> <p>b) Develop, review, analyze and implement crisis plans in collaboration with district personnel and public safety officials.</p> |
| <p>Standard Element 3.4</p> <p>Understand and develop district capacity for distributed leadership.</p> | <p>a) Work with district- and building-level leaders to identify collaborative leadership potential within the school district; and</p> <p>b) Identify strategies for developing district's leadership capacity and sustainability.</p> |
| <p>Standard Element 3.5</p> <p>Understand and ensure that district time focuses on supporting high-quality school instruction and student learning.</p> | <p>a) Identify, research and recommend district standards that protect instructional time and schedules;</p> <p>b) Develop, evaluate and implement districtwide plans and procedures that focus on high-quality instruction and student learning (including but not limited to discipline, district calendars and daily schedules); and</p> <p>c) Work collaboratively through the collective bargaining process to formalize district standards relative to instructional time and schedules.</p> |

| Standard 4: Relationships | |
|---|--|
| <p>Standard Element 4.1</p> <p>Understand and collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.</p> | <p>a) Lead the process to collect, analyze, interpret and communicate information pertinent to the district's environment and collaboratively discuss strategies to determine improvement strategies; and</p> <p>b) Collaborate with families, staff, faculty, and board of education and community members to respond to diverse community interests and needs and to mobilize community resources.</p> |
| <p>Standard Element 4.2</p> <p>Understand and mobilize community resources by promoting understanding, appreciation and use of the community's diverse cultural, social and intellectual resources throughout the district.</p> | <p>a) Promote trust, equity, fairness and respect among school board members, school administrators, faculty, parents, students and the district community;</p> <p>b) Lead the process to identify and use diverse community resources to improve district programs; and</p> <p>c) Develop a process to assess needs of families and develop collaborative strategies for effective district relationships with families and caregivers.</p> |

| | |
|--|---|
| <p>Standard Element 4.3</p> <p>Understand and respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.</p> | <ul style="list-style-type: none"> a) Lead the process to develop and maintain relationships with families and caregivers and involve them in district decision-making processes; and b) Lead the process to develop and implement an all-inclusive district-community engagement plan. |
| <p>Standard Element 4.4</p> <p>Understand and respond to community interests and needs by building and sustaining productive district relationships with community partners.</p> | <ul style="list-style-type: none"> a) Identify appropriate opportunities for partnerships; and b) Promote and implement research-based practices that promote constructive partnerships with families, caregivers, local services and clubs, and other appropriate community members in the district. |
| <p>Standard 5: Ethical Leadership</p> | |
| <p>Standard Element 5.1</p> <p>Understand and act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.</p> | <ul style="list-style-type: none"> a) Promote the success of every student, both academically and socially, by understanding and applying knowledge of laws, regulations and professional ethics related to schools and children; and b) Lead the process to create a system that monitors, analyzes and evaluates every student's academic and social success to ensure equitable district decisions and practices that are in alignment with the district's vision and mission. |
| <p>Standard Element 5.2</p> <p>Understand and model principles of self-awareness, reflective practice, transparency and ethical behavior as related to the superintendent's roles in the district.</p> | <ul style="list-style-type: none"> a) Model and articulate the expectation of principles of self-awareness, reflective practice, transparency and ethical behavior to ensure all employees and the board of education act with integrity and fairness in supporting district policies and practices; b) Model and expect a district-level leadership culture grounded in ethical standards and practices; and c) Develop and model appropriate verbal and non-verbal communication skills (including speaking, writing and listening). |
| <p>Standard Element 5.3</p> <p>Understand and safeguard the values of democracy, equity and diversity within the district.</p> | <ul style="list-style-type: none"> a) Model the emotional intelligence, maturity and resiliency to uphold core values and persist in the face of adversity; b) Model, implement and evaluate district policies and procedures that support and advocate for democratic values, equity and diversity; c) Practice the principles of democracy, equity and diversity of thought; and d) Practice and advocate respect for diversity of all classes of people. |

| | |
|--|--|
| <p>Standard Element 5.4</p> <p>Understand and evaluate the potential moral and legal consequences of decision-making in the district.</p> | <p>Identify, analyze, evaluate and articulate the potential moral and legal consequences of a particular decision.</p> |
| <p>Standard Element 5.5</p> <p>Understand and promote social justice within the district to ensure individual student needs inform all aspects of schooling.</p> | <ul style="list-style-type: none"> a) Ensure that student characteristics and needs inform all aspects of schooling; and b) Promote district policies, programs and practices that ensure social justice, equity, confidentiality, acceptance and respect between and among students and staff within a district. |
| <p>Standard 6: Advocacy and Influence</p> | |
| <p>Standard Element 6.1</p> <p>Understand and advocate for the district's students, families and caregivers.</p> | <ul style="list-style-type: none"> a) Advocate for every child and his or her families and caregivers; b) Engage, communicate and collaborate with stakeholders so that they understand the rationale behind federal, State and district policy development and the implications of federal, State and district policies for every child. |
| <p>Standard Element 6.2</p> <p>Understand and act to influence local, district, State and national decisions affecting student learning in a district environment.</p> | <ul style="list-style-type: none"> a) Identify and analyze emerging district, local, national and global issues in order to adapt district leadership strategies and practices; b) Advocate for federal, State and district policies and programs that promote equitable learning outcomes for every child; and c) Communicate policies, laws and regulations, and procedures to appropriate district stakeholders. |
| <p>Standard Element 6.3</p> <p>Understand and anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.</p> | <ul style="list-style-type: none"> a) Keep the board of education and stakeholders informed of emerging trends and initiatives in providing proactive leadership for the district; b) Analyze how law and policy are applied consistently, fairly and ethically; and c) Anticipate and assess emerging trends and initiatives in order to guide personal and professional leadership strategies. |

Appendix D: Standard 2 - Required Assessments

The superintendent preparation program shall use each of the assessments listed in this Appendix D to determine the candidate's achievement of the competencies outlined in Appendix C for each standard element of Standard 2: Curriculum, Instruction and Assessment. (Information from <https://www.isbe.net/Documents/33ark.pdf>.)

| Standard Category and Standard Elements | Assessment |
|---|---|
| Standard 2: Curriculum, Instruction and Assessment | |
| <p>Standard Element 2.1</p> <p>Advocate, nurture and sustain a district culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students.</p> | <p>The candidate will utilize existing district data (e.g., school climate surveys) to make observations for improving the district's culture for collaboration, trust, learning and expectations.</p> |
| <p>Standard Element 2.2</p> <p>Understand and create and evaluate a comprehensive, rigorous and coherent curricular and instructional program for the district.</p> | <p>Working with district leadership (including some superintendents), the candidate will review the district's curricular and instructional program and map the program and its intended outcomes for the students. Afterwards, the candidate will determine what data are needed from the curricular and instructional program to analyze whether the student's intended outcomes are being met. Finally, the candidate will develop a continuous improvement process for the curricular and instructional program based on evidence-based research and data from the district.</p> <p>The candidate will develop a comprehensive curriculum, instruction and assessment analysis project that integrates the major components and theories of school change and improvement. The candidate will:</p> <ol style="list-style-type: none"> 1) Analyze the district's curriculum map or sequence, using data from the district's curriculum evaluation processes to determine what is working and what is not working for student success, reporting any recommendations for change as a result of the analysis; 2) Analyze the district's instructional processes and formats using data from staff evaluations that demonstrate adherence to the instructional formats to determine which formats are working and which are not working for student success, reporting any recommendations for change resulting from that analysis; and |

| | |
|--|--|
| | <p>3) Analyze the district's assessment data as they relate to the district's curriculum and instruction and, based on the data, determine what curriculum areas are in need of change and what instructional formats need adjustments, reporting any recommendations for change resulting from that analysis.</p> <p>The candidate shall provide a final report to the site supervisor that includes direct references to changes and improvement in the following areas: cultural competence, achievement of diverse students and personalizing the learning environment with high expectations for all students.</p> |
| <p>Standard Element 2.3</p> <p>Understand and develop and supervise the instructional and leadership capacity across the district.</p> | <p>Working with a school district, the candidate will complete the following activities associated with "supervision of instruction":</p> <ol style="list-style-type: none"> 1) Meet with principals and district leaders to assess the teaching and learning issues of the district. Based on the findings, develop a plan of action to improve teaching and learning practices. Using evidence-based research, develop a plan that clearly stipulates what practices are to be changed; how the change process will take place; who will be involved; timeline for action; resources needed (human, time and financial) for the plan to be implemented; and the evaluation or assessment activities to be used to determine if the changes are effective. 2) Meet with a building principal to analyze the building's achievement data and map the alignment of the building's curriculum, instruction and assessments. Based on the findings of the data analysis and mapping, the candidate will make recommendations for alignment changes using evidence-based research to support the recommendations. <p>Using the recommendations from items 1 and 2, the candidate will develop a budget in consultation with the superintendent and/or chief school business official sufficient for full implementation of the recommendations. The budget should include the following resources: human, time, material and additional outside resources.</p> <p>The candidate will work with district leadership to review and map the assessment and accountability system the district uses to monitor student growth. At a minimum, the candidate will include in the map of the district's system the following information: the multiple and varied assessments; the persons responsible for administering the assessments; the data collection system and persons responsible for collection and assimilation of the data; the persons responsible for using the data to improve teaching and learning and a description of how that process or system works; and a description of how the assessments and data are used in the performance evaluations of teachers and administrators.</p> <p>The candidate will review the district's professional development plan. If none is available, the candidate will develop a plan that reflects the goals, practices and needs of the district. In collaboration with several district administrators, the candidate will determine what data informed the development of the plan. The candidate will review and analyze that data, or if none is available, determine and document what data should be gathered and analyzed. Based upon the data analysis, the candidate will review the professional development plan again and make recommendations for improvement based on research and the results of that analysis. The candidate will include the recommendations in a reporting format that could be given to the district's board of education. This report will be presented to the candidate's internship supervisor.</p> |

| | |
|---|--|
| | <p>The candidate will determine the district's goals about the use of instructional time by consulting local board policy, administrative regulations and/or district leadership. Once the goals specific to instructional time have been determined, the candidate will conduct an "instructional time study" of each school in the district, review the data from this audit and provide a report for improvement with recommendations to the internship supervisor. The candidate will include research that supports the recommendations being made in the report.</p> |
| <p>Standard Element 2.4</p> <p>Understand and promote the most effective and appropriate technologies to support teaching and learning within the district.</p> | <p>The candidate will conduct a technology study of the district that focuses on the integration of technology into content areas. The candidate will review the data from the study and provide a report that includes recommendations for improvement to the districtwide leadership team. The candidate will include research that supports the recommendations being made in the report.</p> <p>The candidate will create a protocol to use for interviewing the following people in a school district: the superintendent and a sample of district stakeholders (e.g., local board members, principals, parents). The purpose of the interviews is to determine the district's culture of collaboration, trust, learning and expectations for students, staff, administrators and board members.</p> |
| <p>Comprehensive Instructional Renewal Project</p> | <p>Upon completion of each of the assessments set forth in this Appendix C, the candidate will develop a comprehensive Instructional Renewal Project that integrates the major components and theories of school change and improvement, and the results and information learned from other assessment projects conducted relative to curriculum, instruction and assessments. The candidate will do the following:</p> <ol style="list-style-type: none"> 1) Conduct a comprehensive analysis of the district improvement plan; professional development plan; cultural assessment; curricular and instructional program improvement process; curriculum, instruction and assessment procedures; supervision of instruction activities; accountability and monitoring system for student support; time study; and technology study. 2) Develop an Instructional Renewal Plan that uses these analyses to determine: <ol style="list-style-type: none"> a) Comprehensive recommendations for districtwide improvement in curriculum, instruction and assessment; b) Comprehensive recommendations for improvement in teaching and learning; c) Comprehensive recommendations for districtwide improvement of systems for data, assessment, technology and the use of time; and d) Comprehensive recommendations for districtwide improvement in culture, expectations, and the socio-emotional and academic growth of all students. |

Appendix E: ELCC Standard 2 - Curriculum, Instruction and Assessment Rubric

The superintendent preparation program shall rate the candidate's completion of the assessments listed in Appendix D for each standard element of Standard 2: Curriculum, Instruction and Assessment as "meets standard" or "does not meet standard" according to the criteria set forth in the assessment rubric contained in this Appendix E. (Information from <https://www.isbe.net/Documents/33ark.pdf>.)

| Standard 2: Curriculum, Instruction and Assessment | | |
|---|---|--|
| Standard Category and Standard Elements | Meets Standard | Does Not Meet Standard |
| <p>Standard Element 2.1</p> <p>Advocate, nurture and sustain a district culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students.</p> | <p>The candidate's observation report includes the following:</p> <ol style="list-style-type: none"> 1) at least three existing data sources of the district; 2) an overview of the district's "culture"; 3) recommendations for improving the district's collaboration and trust efforts; and 4) recommendations for improving the district's expectations and learning efforts. | <p>The candidate's observation report fails to include one or more of the following:</p> <ol style="list-style-type: none"> 1) at least three existing data sources of the district; 2) an overview of the district's "culture"; 3) recommendations for improving the district's collaboration and trust efforts; or 4) recommendations for improving the district's expectations and learning efforts. |
| <p>Standard Element 2.2</p> <p>Understand and create and evaluate a comprehensive, rigorous and coherent curricular and instructional program for the district.</p> | <p>The candidate successfully provided evidence of the following:</p> <ol style="list-style-type: none"> 1) having worked with multiple district leaders and reviewing the district's curricular and instructional program in one content area; 2) a successful mapping of the program and its intended outcomes for students; 3) identification of what data to analyze to determine if student outcomes are being met; 4) a continuous improvement plan for the curricular and instructional content area based on evidence from research and data available from the district. | <p>The candidate was not successful in providing evidence of one or more of the following:</p> <ol style="list-style-type: none"> 1) having worked with multiple district leaders and reviewing the district's curricular and instructional program in one content area; 2) a successful mapping of the program and its intended outcomes for students; 3) identification of what data to analyze to determine if student outcomes are being met; 4) a continuous improvement plan for the curricular and instructional content area based on evidence from research and data available from the district. |

| | | |
|--|--|---|
| <p>Standard Element 2.3</p> <p>Understand and develop and supervise the instructional and leadership capacity across the district.</p> | <p>The candidate developed a comprehensive curriculum, instruction and assessment analysis project that integrates the major components and theories of school change and improvement and included all of the following:</p> <ol style="list-style-type: none"> 1) An analysis of the district's curriculum map/sequence utilizing data from the district's curriculum evaluation processes to determine what is working and what is not working for student success and including recommendations for change in the report of the analysis; 2) An analysis of the district's instructional processes and formats from data of the district's staff evaluations that demonstrates adherence to the district's instructional formats, identifying which instructional formats are working and which are not working for student success, with recommendations for change. 3) An analysis of the district's assessment data as they relate to the district's curriculum and instruction; based on the data, the report provides a determination of which curriculum areas are in need of change and which instructional formats need adjustments. <p>The final report given to the candidate's mentor or superintendent provided direct references to changes to and improvements in the following areas: cultural competence; achievement of diverse students; and personalizing the learning environment with high expectations for all students.</p> | <p>The candidate failed to develop a comprehensive curriculum, instruction and assessment analysis project that integrates the major components and theories of school change and improvement and failed to include one or more of the following:</p> <ol style="list-style-type: none"> 1) An analysis of the district's curriculum map/sequence utilizing data from the district's curriculum evaluation processes to determine what is working and what is not working for student success and including recommendations for change in the report of the analysis; 2) An analysis of the district's instructional processes and formats from data of the district's staff evaluations that demonstrates adherence to the district's instructional formats, identifying which instructional formats are working and which are not working for student success, with recommendations for change; 3) An analysis of the district's assessment data as they relate to the district's curriculum and instruction; based on the data, the report provides a determination of which curriculum areas are in need of change and which instructional formats need adjustments. <p>The final report given to the candidate's mentor or superintendent failed to provide direct references to changes to and improvements in one or more of the following areas: cultural competence; achievement of diverse students; and personalizing the learning environment with high expectations for all students.</p> |
|--|--|---|

| | | |
|---|---|---|
| <p>Standard Element 2.4</p> <p>Understand and promote the most effective and appropriate technologies to support teaching and learning within the district.</p> | <p>The candidate successfully completed the following "supervision of instruction" activities.</p> <ol style="list-style-type: none"> 1) Met with principals and district leaders to assess the teaching and learning issues facing the district. Based upon the findings, developed a plan of action to improve teaching and learning practices. Using evidence-based research, the candidate developed a plan that clearly stipulates the practices to be changed; how the change process would take place; who would be involved; the time that it would take; what resources (human and financial) would be necessary for the plan to take effect; and what evaluation or assessment activities would be utilized to determine if the changes would be effective. 2) Met with a building principal and analyzed the building's achievement data and mapped the alignment of the building's curriculum, instruction and assessments. Based upon the findings of data analysis and mapping, the candidate made recommendations for alignment changes using evidence-based research to support the recommendations. 3) Utilizing the recommendations from #1 and #2 above, the candidate developed a budget (in consultation with the superintendent or chief school business official) that would allow the building principals of the district to fully and completely initiate the recommendations. Identified in the budget were the following resources: human, time, material and additional outside resources. | <p>The candidate was unsuccessful in completing one or more of the following "supervision of instruction" activities.</p> <ol style="list-style-type: none"> 1) Meeting with principals and district leaders to assess the teaching and learning issues facing the district. Based upon the findings, did not fully develop a plan of action to improve teaching and learning practices. The candidate was unable to develop a plan that clearly stipulated what practices were to be changed; how the change process was to take place; who was to be involved; the time that it would take; what resources (human and financial) would be necessary for the plan to take effect; and what evaluation or assessment activities would be utilized to determine if the changes would be effective. 2) Met with a building principal and failed to or did not fully analyze the building's achievement data and failed to or did not fully map the alignment of the building's curriculum, instruction and assessments. Based upon the findings of data analysis and mapping, as applicable, the candidate was neither able to make recommendations for alignment changes nor was evidence-based research used to support any of the recommendations made. 3) Utilizing the recommendations from #1 and #2 above, as applicable, the candidate was unable to develop a budget (in consultation with the superintendent or chief school business official) that would allow the building principals of the district to fully and completely initiate any recommendations. The candidate failed to identify one or more of the following |
|---|---|---|

| | | resources in the budget: human, time, material or additional outside resources. |
|---|---|---|
| Comprehensive Instructional Renewal Project | <p>The candidate worked with district leadership to review and map the district's assessment and accountability system used to monitor student growth. The candidate included in the map of the district's system the following: multiple and varied assessments; the persons responsible for administering the assessments; the data collection system and persons responsible for collection and assimilation of the data; the persons responsible for using the data to improve teaching and learning and who know how that process or system works and how the assessments and data are used in the professional performance evaluations of teachers and administrators.</p> <ol style="list-style-type: none"> 1) The candidate reviewed the district's professional development plan. If none was available, the candidate developed a plan that reflected what the district was doing and the needs of the district. 2) In collaboration with several district administrators, the candidate determined what data informed the development of the plan. The candidate reviewed that data (if none was available, the candidate determined and documented what data should have been gathered) and made an analysis. 3) Based upon the data analysis, the candidate reviewed the professional development plan again and made recommendations for improvement based on research and data. 4) The candidate prepared the recommendations into a report that models one that could be | <p>The candidate worked with district leadership to review and map the district's assessment and accountability system used to monitor student growth. The candidate failed to successfully include in the map of the district's system one or more of the following: the multiple and varied assessments; the persons responsible for administering the assessments; the data collection system and persons responsible for collection and assimilation of the data; the persons responsible for using the data to improve teaching and learning and who know how that process or system works and how the assessments and data are used in the professional performance evaluations of teachers and administrators.</p> <ol style="list-style-type: none"> 1) The candidate reviewed the district's professional development plan. If none was available, the candidate failed to develop a plan that reflected what the district is doing and the needs of the district. 2) In collaboration with several district administrators, the candidate was unable to determine what data informed the development of the plan. The candidate was unable to review that data and make an analysis. 3) The candidate reviewed the professional development plan again but was unable to make recommendations for improvement based on research and data. 4) The candidate failed to prepare recommendations into a report that models one that could be given to the district's board of |

| | | |
|--|---|--|
| | given to the district's board of education and that would be presented to the candidate's mentor or superintendent. | education and that would be presented to the candidate's mentor or superintendent. |
| | After consulting local board policy, administrative regulations, and/or district leadership, the candidate was able to determine the district's goals for the use of instructional time. Based on the goals for the use of instructional time, the candidate conducted an instructional time study of each school in the district. The candidate reviewed the data from the audit and, based on the data and relevant research, made a report with recommendations for improvement and reported those recommendations to the superintendent or mentor. | After consulting local board policy, administrative regulations, and/or district leadership, the candidate was unable to determine the district's goals for the use of instructional time. The candidate conducted an instructional time study of each school in the district. The candidate reviewed the data from the audit and made a report with inadequate recommendations for improvement and reported those recommendations to the superintendent or mentor. |
| | <p>The candidate conducted a technology study of the district, which focused on the integration of technology into content areas. The candidate:</p> <ol style="list-style-type: none"> 1) reviewed the data from the study; 2) presented a report with recommendations for improvement to the districtwide leadership team; and 3) included research that supported the recommendations in the report. <p>The candidate successfully created a protocol to use for interviewing the following people in the same school district: the superintendent and a sample of district stakeholders (e.g., board members, principals and parents). The purpose of the protocol was to determine the district's culture of collaboration, trust, learning and expectations (for students, staff, administrators and board members).</p> | <p>The candidate attempted to conduct a technology study of the district, which focused on the integration of technology into content areas. The candidate:</p> <ol style="list-style-type: none"> 1) reviewed the limited data from the study; 2) presented a report with few recommendations for improvement to the districtwide leadership team; and 3) failed to include research that supported the recommendations in the report. <p>The candidate did not successfully create a protocol to use for interviewing the following people in the same school district: the superintendent and a sample of district stakeholders (e.g., board members, principals and parents). The protocol was unable to determine the district's culture of collaboration, trust, learning and expectations (for students, staff, administrators and board members).</p> |

| | | |
|--|---|---|
| | <p>The candidate developed a comprehensive instructional renewal project that integrated the major components and theories of school change and improvement and the results of other assessment projects required in this Appendix D (which were all successfully completed). The candidate successfully completed the following:</p> <ol style="list-style-type: none"> 1) Conducted a comprehensive analysis of the following district documents or procedures: district improvement plan; professional development plan; cultural assessment; the process for improving curricular and instructional programs; curriculum, instruction and assessment analysis; supervision of instruction activities; accountability and monitoring system for student support; time study; and technology study. 2) Developed an instructional renewal plan that used the analyses from all of the above plans and projects that included the following: <ol style="list-style-type: none"> a) Comprehensive recommendations for districtwide improvement in curriculum, instruction and assessment; b) Comprehensive recommendations for improvement in teaching and learning; c) Comprehensive recommendations for districtwide improvement of systems for data, assessment, technology and the use of time; and d) Comprehensive recommendations for districtwide improvement in culture, expectations, and the socio-emotional and academic growth of all students. | <p>The candidate failed to develop a comprehensive instructional renewal project that integrated the major components and theories of school change and improvement and the other assessment projects required in this Appendix D (which may not have been successfully completed). The candidate was unsuccessful in completing one or more of the following:</p> <ol style="list-style-type: none"> 1) Conducting a comprehensive analysis of the following district documents or procedures: district improvement plan; professional development plan; cultural assessment; the process for improving curricular and instructional programs; curriculum, instruction, and assessment analysis; supervision of instruction activities; accountability and monitoring system for student support; time study; and technology study. 2) Developing an instructional renewal plan that used the analyses from all of the above plans and projects that included the following: <ol style="list-style-type: none"> a) Comprehensive recommendations for districtwide improvement in curriculum, instruction, and assessment; b) Comprehensive recommendations for improvement in teaching and learning; c) Comprehensive recommendations for districtwide improvement of systems for data, assessment, technology and the use of time; and d) Comprehensive recommendations for districtwide improvement in culture, expectations, and the socioemotional and academic growth of all students. |
|--|---|---|

Appendix F: Internship Application Materials

- Welcome Letter
- Application Form
- Student Agreement
- MOU
- Site Supervisor Welcome Letter & Site Verification Form



Dear Educational Leadership Superintendency Intern,

Welcome to the initial phase of the Educational Leadership Internship process. The Superintendent Preparation Internship provides students with an opportunity to integrate their learning about district leadership and administration with the hands-on experience of superintendents and their own supervised experience as a student intern. This intensive field experience [300 clock hours] provides the student interns with an opportunity to reflect upon and gain confidence in their abilities to fulfill a superintendent role. The internship experience meets the program standards as developed by the National Policy Board for Educational Administration (NPBEA).

The DePaul University College of Education seeks to prepare Urban Professional Multicultural educators who become life-long learners. This emphasis is the foundation for the entire experience. The student is expected to develop and further the knowledge and understanding, skills, appropriate attitudes, and judgment. This is evidenced by a reflective consideration of the relationships between theory and practice, systematically considering multiple perspectives when making decisions, and exercising Vincentian personalism by treating all persons with dignity and unconditional respect.

Superintendent Preparation Students must complete a yearlong internship of 300 clock hours during the traditional K-12 fall and spring semesters.

Your first step is to complete an orientation with me, so please make an appointment with me via email, melissa.r.bradford@depaul.edu, as you make preparations for your internship. Next, find an appropriate site and Site Supervisor for your internship. Once you have finalized your site and Site Supervisor, complete the following pages of this application package and submit them to the Educational Leadership Academic Advisor, Brandon Washington. Once approved, Mr. Washington will register you for A&S 898 and A&S 899 and I will assign you your DePaul Supervisor, who will serve as a mentor and liaison between you and your Site Supervisor. In addition, once you secure your second site, be sure to submit an updated application (MOU and Site Verification form).

Warm wishes for a successful internship experience.

Sincerely,

A handwritten signature in cursive script that reads "Melissa Bradford".

Melissa Riley Bradford, Ph.D.

Program Director, Principal Preparation and Superintendent Internship
Educational Leadership | College of Education | DePaul University
2247 N. Halsted Street | Chicago, IL, 60614
Office: 773-325-2896 | Cell: 815-557-6119 | Email: melissa.r.bradford@depaul.edu



Superintendent Preparation Program A&S 898/899 Internship Experience Application Form

Applicant Information

Name:

Date:

Address:

Home Phone:

City/State/Zip:

Work Phone:

E-mail:

DePaul ID No:

Course Requested: ☐ A&S 898/899 Superintendent Preparation Internship

Internship Timeframe and Year: ☐ Fall – Spring 20____ ☐ Winter – Fall 20____

☐ By checking this box, I verify that I have completed an orientation with the Internship Director.

Academic Information

Please attach the following to this application:

- A course history report printed from Campus Connect. Please indicate the courses you still have to complete for the program on your course history report.
- An updated copy of your resume

Submitting the Application

Submit this completed application and the other requested documents to the Academic Advisor for the Educational Leadership program prior to the quarter when your internship experience would begin.

I have attached the following:

- ☐ A copy of my course history
- ☐ An updated copy of my resume
- ☐ Student Agreement signed by me
- ☐ Memo of Understanding and Responsibilities signed by my site supervisor and by me
- ☐ Site Verification Form signed by my site supervisor



Superintendent Preparation Program Internship Experience Student Agreement

As a reflection of DePaul University's Mission and Vincentian Personalism, the Educational Leadership Program is committed to the professional and personal development of students. Since completion of this program would lead directly to entry into the profession, the Educational Leadership faculty members place considerable emphasis on academic performance as well as on students' suitability for responsible participation in their chosen field. To meet this obligation, Educational Leadership faculty members monitor both academic performance and non-academic behavior to identify, nurture and support appropriate behaviors and respond and intervene when inappropriate behaviors are noted. Please read, review, and sign the below agreement.

As an internship student, I agree to the following:

1. I will be receptive to supervisors' and faculty feedback and act meaningfully and professionally upon suggestions.
2. I will reflect upon my own progress and identify strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies and modifying future practices.
3. I will take initiative, understand the importance of, and am committed to communicating clearly, orally and in writing, both in traditional and in new and emerging digital formats.
4. I will be open to new ideas and engagement in learning.
5. I will appreciate diversity and demonstrate awareness of personal biases. I will respect and consider cultural contexts to determine how to be responsive to students and staff and to proactively promote social justice.
6. I will communicate and cooperate effectively with others.
7. I will be committed to collaboration with students/staff, colleagues, families, and communities to promote growth and development.
8. I will demonstrate professional, ethical, and legal behavior as defined by the respective codes of ethics and laws.
9. I will demonstrate consistent, professional behavior across all academic settings.
10. I will maintain appropriate interpersonal and professional boundaries.
11. I will accept personal responsibility for my behavior.
12. I will express feelings and opinions effectively and appropriately.

Student Intern's Name: _____

Student Intern's Signature and Date: _____



Superintendent Preparation Program Internship Experience Memo of Understanding (MOU) and Responsibility

It is the responsibility of the student ("intern") to present this MOU to the internship site ("Site") before any internship work begins. This MOU must be read and understood by all parties involved before signing.

The purpose of this MOU is to state clearly the responsibilities of all parties involved in the internship and internship placement that is the subject of this MOU ("Site Placement") at DePaul University ("DePaul").

The term of this MOU will begin on _____ and end on _____. DePaul retains the right to terminate the Internship Placement at any time for any reason. The Site retains the right to request withdrawal of any Intern whose conduct or work violates the policies and procedures of DePaul or the Site, but only after first consulting with DePaul to try and resolve the matter without removing the Intern from the Site Placement. This MOU may only be renewed by mutual written agreement of the parties.

The student intern is expected to:

- Comply with DePaul, College of Education, Educational Leadership, and Site policies and procedures.
- Make every effort to meet the Site's expectations for work performance, including standards for work quantity and quality, adherence to agreed-upon work schedule and other expectations.
- Make the best use of the learning environment that has been provided by taking advantage of opportunities to acquire new skills, knowledge and awareness.
- Act in a professional manner.
- Inform the Internship Director of any potential problems or changes involving the internship placement in a timely manner so that appropriate interventions can be made.
- Superintendent interns must complete a minimum of 300 clock hours.
- Assist the administrative team in providing an instructional program that advances the learning of every child in the school.
- Balance the demands of work and school such that neither suffers, especially during the internship/practicum experience.
- Keep Site Supervisors and DePaul Supervisors informed regarding the internship experience.
- Read and understand the American Association of School Administrators Code of Ethics and practice in accordance with these standards.
- Immediately contact the DePaul Supervisor should any problem or change in relation to the placement site occur.

- Be attentive to the particular needs of students with disabilities, English language learners, gifted-education students, and the particular needs of early childhood education.
- Monitor your progress through the various activities required of the intern for the successful completion of the internship program (e.g., being certain that you are on track with the various requirements of observing, participating, and taking leadership of various aspects of the instructional program).
- Meet with Site Supervisor and your DePaul Supervisor on a regular basis.
- Complete the requirements outlined in the internship handbook.
- Evaluate the internship and supervisory experience at the end of the internship.
- Inform the Internship Director and DePaul Supervisor about any of the following situations: serious difficulties or conflicts, changes in Site Supervisors, or changes in the internship sites.

The internship site and Site Supervisor are expected to:

- Abide by the guidelines established in the internship contract developed and agreed upon by the student intern, Site Supervisor and DePaul Supervisor, including meeting, virtually or in-person, at least four times with the DePaul Supervisor.
- Provide adequate orientation, training, and supervision to the student intern, including a clear communication of expectations regarding their performance.
- Assign productive work which matches the student's abilities, knowledge, and interests to the fullest extent possible.
- Comply with all applicable laws during the placement, including, but not limited to laws related to workplace discrimination and workplace safety.
- Comply with all laws and DePaul policies regarding student privacy and confidentiality, including the Family Educational Rights and Privacy Act (FERPA).
- Understand that the internship is a learning environment. If the student intern is not otherwise an employee at the internship site, they shall neither be compensated for their participation in the internship, nor be covered by the site's Worker's Compensation, social security, or unemployment compensation programs. If the student intern is otherwise an employee of the site, the site assumes full and sole responsibility for the payment of any wages, state and federal income tax, unemployment insurance, social security, disability insurance and other applicable employee withholdings which may apply. The student intern's work at the site shall not at any time replace or substitute for any employee, nor shall the student intern perform any of the duties normally performed by an employee at the site as part of the placement, except as such duties as are a part of the student intern's training and are performed by the student intern under the direct supervision of the assigned supervisor. If the student intern is an employee of the site, they may not accrue internship hours for tasks which are completed as a part of the student intern's employment responsibilities.
- Inform the Internship Director, in a timely manner, of any potential problems or changes involving a student intern's internship placement, so that appropriate intervention(s) can be made.
- Use the organization's resources to create a learning environment in which the student intern can acquire marketable skills and experiences and make a valuable contribution to a school district.
- Assign a Site Supervisor who has the appropriate credentials, time, and interest for training the student intern.

- Provide opportunities for the student to engage in a variety of administrative activities.
- Provide the student with adequate workspace, telephone, office supplies and staff to conduct professional activities.
- Complete evaluations and documents needed to assess the student intern and return them to the student intern and DePaul Supervisor in a timely fashion.
- Immediately contact the DePaul Supervisor should any problems or changes in relation to the student and placement site occur.
- Maintain, and provide proof to DePaul of, professional liability insurance of at least One Million Dollars (\$1,000,000.00) per occurrence or claim and Three Million Dollars (\$3,000,000.00) in the aggregate covering the Site Placement, its employees, and counselors; and general liability coverage of at least One Million Dollars (\$1,000,000) per occurrence or claim and Two Million Dollars (\$2,000,000) in the aggregate. If the site is requiring the transportation of clients, the site must maintain auto insurance covering students in amounts of at least \$1,000,000 per occurrence. If requested by DePaul, Certificates of Insurance evidencing coverage as specified above must be produced prior to the Professional Practice Placement.
- Defend, indemnify, and hold DePaul, its affiliates, trustees, directors, officers, faculty, employees, and agents, past or present, harmless from and against all claims, causes of action, fees, liabilities, damages, expenses (including reasonable attorney's fees) and costs relating to or arising from or based upon the negligent or willful acts, omissions, or breach of warranty by Site or its employees or agents in relation to the Internship placement.

The DePaul Supervisor is expected to:

- Hold a valid and current administrative certificate endorsed for superintendency.
- If the internship site is out of state, the supervisor must hold a valid and comparable, current administrative certificate from the state in which the internship site is located.
- In any case, the DePaul Supervisor must demonstrate two years of successful experience as a building superintendent as evidenced by relevant data, including data supporting student growth in two of the superintendent's previous five years, and formal evaluations or letters of recommendation from former supervisors.
- The DePaul Supervisors must successfully complete the State of Illinois mandatory evaluation of certified personnel course.

DePaul Supervisors will be responsible for the following activities:

- Conducting, at minimum, four face-to-face meetings with the Site Supervisor at the internship site.
- Observe, evaluate, and provide feedback at least four times during the course of the internship experience to each candidate about the candidate's performance on those measures, which align to the final assessments.
- Work in collaboration with the internship Site Supervisor to complete the assessment of the candidate's performance during the internship.
- The DePaul Supervisor will be responsible for assigning a grade to each internship experience.
- Faculty must submit grades, obtain all evaluations, and confirm with the Department Assistant that all evaluations have been submitted.

The Internship Director is expected to:

- Orient the student intern, Site Supervisor, and DePaul Supervisor to the monitoring and evaluation procedures.
- Monitor the Internship placement through face-to-face, telephone and/or email contact with Site Supervisor, DePaul Supervisor and student throughout the internship experience, including a visit to the placement site if deemed necessary.
- Make appropriate interventions involving the student's internship placement when problems occur, including recommendations for altering or terminating the internship experience when necessary.

The parties understand that the Intern will be in a learning situation and that the primary purpose of the Internship is for the intern's learning. The Intern will receive academic course credit from DePaul for the educational experiences at the Site, and the coursework associated with those educational experiences assigned by DePaul. If an Intern is not otherwise an employee or independent contractor of the Site or DePaul, they shall neither be compensated by either party for their participation in the Internship nor covered under DePaul's or the Site's Worker's Compensation, social security, or unemployment compensation programs. If any Intern is otherwise an employee or independent contractor of the Site, the Site shall assume full and sole responsibility for the payment of any wages, state and federal income tax, unemployment insurance, social security, disability insurance and other applicable employee withholdings which may apply. The Intern's Internship work shall not at any time replace or substitute for any employee nor shall the Intern perform any of the duties normally performed by an employee of the Site as part of the Internship except as such duties are a part of the Intern's training and are performed by the Intern under the direct supervision of the assigned supervisor of the Site.

Superintendent Licensure Internship Site Supervisor Requirements

In order to qualify as an internship Site Supervisor, the superintendent must have met the following criteria:

- The superintendent must hold a valid Type 75 / Principal License from the State of Illinois (or if the internship is located at a site out of state, the equivalent licensure by the state in which the internship site is located).
- The superintendent in a non-public school must have a registered and endorsed general administrative or principal certificate.
- The superintendent must have two years of successful experience as a district superintendent as evidenced by relevant data, including data supporting student growth in two of the superintendent's previous five years, as well as formal evaluations or letters of recommendation from former supervisors.
- The superintendent must complete a one-hour training sponsored by the university which will describe the Site Supervisor's duties and provide the requisite skills for supervising the intern.
- The superintendent must have successfully completed the State of Illinois mandatory evaluation of certified personnel course.

Agreement to Memo of Understanding & Responsibility:

I understand and agree to perform the responsibilities outlined above. I further understand and agree to follow the guidelines and procedures outlined in the Internship Handbook for the Educational Leadership Program at DePaul University.

| | |
|------------------------------|---------------|
| _____ Student Intern | _____ Date |
| _____ DePaul Supervisor | _____ Date |
| _____ Site Supervisor | _____ Date |
| _____ Internship Director | _____ Date |



Dear Colleague:

Welcome to the Educational Leadership Program! We are grateful for your willingness to work with us and our students. The excellence of the Educational Leadership Program depends on the quality internship experiences provided by institutions such as yours. It is our sincere hope that working together will be mutually beneficial for all of us.

Please complete this form and return it to the DePaul University student who will be completing his or her internship at your institution. This information helps us to communicate and work effectively with you and your institution. It will also assist us in keeping the necessary data for our accrediting agencies. Thank you.

A handwritten signature in cursive script that reads 'Melissa Bradford'.

Melissa Riley Bradford, Ph.D.

Program Director, Principal Preparation and Superintendent Internship
Office: 773-325-2896

Email: melissa.r.bradford@depaul.edu



Superintendent Preparation Program Internship Experience Site Verification Form

Name of DePaul Student: _____

Student ID: _____

Name of School District Serving as Site: _____

School Address: _____

Name of Site Supervisor: _____

Email: _____ Phone: _____

Preferred Method of Communication: ☐ Email ☐ Phone

Level of Education (degrees earned):

| Degree | Subject | College/University |
|------------|---------|--------------------|
| Bachelor's | | |
| Master's | | |
| Doctorate | | |

- ☐ Site Supervisor: check box if you have two years of successful experience as a district superintendent as evidenced by relevant data, including data supporting student growth in two of the superintendent's previous five years, and formal evaluations or letters of recommendation from current or former supervisors.

Please list ALL valid certificates held.

| Certificate Number | Initial or Standard | Type | Expiration Date |
|--------------------|---------------------|------|-----------------|
| | | | |
| | | | |
| | | | |

Signature of Site Supervisor: _____

Title: _____ Date: _____