I. **OVERVIEW OF THE COURSE**

This two-semester (6 credit) course is designed to immerse the student in the everyday tasks of the school superintendent. Students will be expected to document 160 hours of administrative activities during their internship experience. Students can intern in their own school districts or in neighboring districts. The internship is designed to encourage reflective practice, and students will be required to keep journals of their experiences and to share their experiences with their student colleagues during class meetings.

In the early stage of the internship, the interns and their mentoring administrators will identify specific problems, issues or initiatives in their internship sites that need to be addressed, and these problems/issues/initiatives will become the focus of applied research projects. Students will be expected to produce written papers in which they record and document their work on these projects.

II. **COURSE GOALS/TOPICS/OUTCOMES**

The internship experience will mirror the ten standards developed for administrators through Professional Standards of Educational Leaders as applied to the role of the Superintendent of Schools. The PSEL standards are as follows:

**Standard 1. Mission, Vision, and Core Values**

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
Effective leaders:

a) Develop an educational mission for the school to promote the academic success and well-being of each student.

b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

c) Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.

e) Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

g) Model and pursue the school’s mission, vision, and core values in all aspects of leadership.

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Standard 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

Effective leaders:

a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.

b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

c) Place children at the center of education and accept responsibility for each student’s academic success and well-being.

d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.

f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.
Standard 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

Effective leaders:

a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.

b) Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.

c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.

h) Address matters of equity and cultural responsiveness in all aspects of leadership.

Standard 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

Effective leaders:

a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
e) Promote the effective use of technology in the service of teaching and learning.

f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.

b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

e) Cultivate and reinforce student engagement in school and positive student conduct.

f) Infuse the school’s learning environment with the cultures and languages of the school’s community.

Standard 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

Effective leaders:

a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

c) Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice.

f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

**Standard 7. Professional Community for Teachers and Staff**

*Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.*

**Effective leaders:**

a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

d) Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.

e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
h) Encourage faculty-initiated improvement of programs and practices.

**Standard 8. Meaningful Engagement of Families and Community**

**Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.**

**Effective leaders:**

a) Are approachable, accessible, and welcoming to families and members of the community.

b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

e) Create means for the school community to partner with families to support student learning in and out of school.

f) Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.

g) Develop and provide the school as a resource for families and the community.

h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

i) Advocate publicly for the needs and priorities of students, families, and the community.

j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

**Standard 9. Operations and Management**

**Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.**

**Effective leaders:**

a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.
c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

d) Are responsible, ethical, and accountable stewards of the school’s monetary and non-monetary resources, engaging in effective budgeting and accounting practices.

e) Protect teachers’ and other staff members’ work and learning from disruption.

f) Employ technology to improve the quality and efficiency of operations and management.

g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

j) Develop and manage productive relationships with the central office and school board.

k). Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

l) Manage governance processes and internal and external politics toward achieving the school’s mission and vision.

**Standard 10. School Improvement**

**Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.**

**Effective leaders:**

a) Seek to make school more effective for each student, teachers and staff, families, and the community.

b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Specific tasks and activities in the internship should involve the following administrative roles and responsibilities in the process of fulfilling the ten standards:

1. The budget planning process for a school system.
2. Fiscal management for the school system as determined by local, state, and federal law.
3. Knowledge of personnel management issues (i.e., comprehensive contracts, employee relations and collective bargaining, including cultural differences and discriminatory and nondiscriminatory hiring practices etc.)
4. School construction process.
5. Scheduling and coordination of school system transportation.
6. School systems recordkeeping process and the procedures for completing state reports.
7. Preparation, participation, and follow-up of school board meetings.
8. School and community relations.
9. Program planning and evaluation.
11. Legal issues in education.
12. Leadership & decision-making.
14. Long range planning.
15. School food services program.
16. Evaluation/supervision procedures of the school system.
17. Direction of professional development, curriculum, instructional, and assessment strategies.

The intern is not expected to devote equal amounts of time to all areas. The specific areas of study will be determined by the intern and instructor based on the intern’s previous experience and knowledge.
The course instructor will visit each internship site, meet with the mentoring administrator, and be available to interns and mentors during the course of the internship experience.

III. COURSE REQUIREMENTS

1. Attendance at all classes.
2. Students will be expected to keep daily/weekly reflective writings of the internship activities covering at least 160 hours of administrative experiences. The hours must be completed at the district level. Journal entries are to be recorded around specific standards. The journal serves several purposes. One is simply to record the activities of your internship. As you attend meetings, engage in discussions or participate in activities, it provides a way for you to document your experiences and to reflect on them with regard to the PSEL standards. Another purpose is to provide you with an opportunity to reflect on your observations of superintendents or to reflect on your activities when serving in a leadership capacity. What have you learned from these experiences? Another purpose in keeping a journal is to develop a database. This database will assist in writing the mid-term and final assessment.
3. Community Monograph. Each student is expected to develop a statistical and narrative profile of the town and school system where you will be interning. The town and school district should overlap. See pertinent documents for further instructions.
4. A mid-year and final self assessment of the internship.
5. School Board Meeting Review. Observe six school board meetings and prepare a summary (1-3 pages) of your observations notes. See pertinent document for further instructions.
6. The intern will complete a Leadership Project. As part of the internship experience, the student will identify and begin to develop a thorough and thoughtful investigation of an educational issue or initiative of professional importance in her/his school system. The purpose of the applied research project is to enable the participant to design, execute and evaluate a project in school leadership which attempts to enhance the learning environment in schools or enhances the administrative practices and procedures which support the schools and the people in them. The process in which each intern will engage includes: 1) identification of an issue or initiative; 2) formulation of a strategy to address the issue/initiative; 3) implementation of the strategy; and finally, 4) documentation and evaluation of the strategy’s effects. In the course of the year as work on the project unfolds, the student will write papers documenting each aspect of the project. At the end of the year, these papers will be collected and presented in a formal applied research paper. In addition, the student will give an oral presentation of the procedures, findings and conclusions from her/his project.

IV. READINGS

Students will read material provided by the instructor on selected topics.
VI. **PREREQUISITE**

Permission of the instructor.

VII. **FIELD SUPERVISOR**

The field supervisor will be the superintendent with whom the intern will work during the year. In negotiating the internship it is imperative that the intern gain a commitment from the field supervisor to design an array of field experiences and to supervise the intern’s work throughout the course. Ideally, the supervisor will agree not only to supervise the internship, but to work with the intern throughout the year to assist her/him in developing and implementing the applied research project as well.

VIII. **SITE VISITS**

The university instructor will visit with the intern and the field supervisor on-site. In most cases, the instructor will arrange to meet with both parties separately and together. It is an opportunity to discuss in depth the internship experience.

IX. **EVALUATION**

Grading will be on a pass/fail basis. A grade of “pass” will be awarded for work which meets graduate school standards. The grade will be based on an overall assessment of the completeness of the internship in covering a full range of administrative experiences and activities relating to school level leadership positions. The journal, site visits, class discussions, self-assessment, attendance, and work on the applied research project will all be considered by the instructor in determining the grade.

X. **CLASS POLICIES**

It is assumed that students will attend all classes. Frequent or unexplained absences by a student may become a grading issue.

If you need course adaptations or accommodations because of a disability, please make an appointment with the instructor as soon as possible.

At any point in the semester, if you encounter difficulty with the course or feel you could be performing at a higher level, consult with the instructor. Students experience difficulty in courses for a variety of reasons. For problems with writing skills or time management, make an appointment to see a student tutor at the Learning Center, 253 Luther Bonney (780-4228). Help is also available through the Counseling Center, 106 Payson Smith (780-4050) and the Office of Academic Support for Students with Disabilities, 237 Luther Bonney (780-4706).

XI. **STORM CANCELLATION**

In case of inclement weather, please call Jody Capelluti.
XII. **EQUAL OPPORTUNITY**

The University of Southern Maine shall not discriminate on the grounds of race, color, religion, gender, sexual orientation, national origin or citizenship status, age, disability, or veteran’s status in employment, education, and all other areas of the University System. Questions and complaints about discrimination in any areas of the university should be directed to Special Assistant to the President for Equal Opportunity, 728 Law Building, Portland Campus, 780-4186, TTY 780-5646.
STUDENT INTERN INFORMATION FORM

EDU 685 –Principalship  EDU 687 –Superintendency
EDU 686 –Special Ed. Administration  EDU 688 – Curriculum Coordin.

Name of Student: __________________________________________________

Check One:       [  ] EDU 685 (master’s program)       [  ] EDU 685 (CAS)
                 [  ] EDU 686 (master’s program)       [  ] EDU 686 (CAS)
                 [  ] EDU 688 (master’s program)       [  ] EDU 688 (CAS)
                 [  ] EDU 687 (CAS)

Student’s Home Address (with zip): ______________________________________
_____________________________________________________________________

Student’s Home Phone: _________________________________________________

Primary Email Address: _______________________________________________

Summer E-mail Address: _______________________________________________

School Name: _________________________________________________________

School Address (with zip): _____________________________________________
_____________________________________________________________________

School Phone: ________________________________________________________

Name of Mentoring Administrator (if known) ______________________________

School Name, Address, Email & Phone of Mentor (if different from above):
_____________________________________________________________________
_____________________________________________________________________

E-mail Address: _______________________________________________________

Note: If you would rather some or all of this information not be shared with your classmates on a class address list, please indicate your preference here:
Writing the Community/School District Pamphlet

Each student is expected to develop a pamphlet that is statistical and narrative profile of the town and school system where they are doing their internship. This pamphlet should contain the information listed below.

The town and the school district should overlap. This is obvious in municipal school districts, but less so in school administrative districts, unions, or RSU’s. In the case where SAD’s or RSU’s consist of several towns, use the largest town in the district as the statistical source for your profile of the community (income and housing figures, etc.) You may be able to fill in anecdotal information about the other district communities, but it would be time-prohibitive and too lengthy a report to complete statistics on each town.

The information needed for the pamphlet is public. Some of it is easily accessible from public libraries. More and more of this information is now available on the internet. Information is also available in files in town halls, regional planning offices, superintendent of schools’ offices, and state agencies. For access to these latter files, it is usually helpful to schedule a time to meet with a clerk or an administrative official who can retrieve the information you need. This data collection process can be time consuming, so be sure you plan ahead to avoid last minute scrambling.
Data to Collect for Community/School District Pamphlet

1. **Community**
   - Boundaries, size, transportation, topography, historical development, type of community, economic base, etc.
   - Per capita income (or some other measure of “wealth”) as compared to state average (most recent year available)
   - Housing: percentage of rental units and owner-occupied dwellings; zoning, etc.

2. **Demographics**
   - Income levels: median household income, percentage below the poverty level.
   - Social characteristics (blue collar, bedroom, agricultural/rural, etc.)
   - Breakdown of population into age groups.
   - Educational attainment of population

3. **Schools**
   - Percent of state subsidy – current data
   - Elementary per pupil expenditures compared to state average
   - Secondary per pupil expenditures compared to state average
   - School organization (how many schools, how divided by grades)
   - Active parent-school groups
   - Drop-out rates for last five years
   - Graduation rate for last five years
   - Number of students receiving free or reduced lunches
   - Number of ELL students
     * Number of middle, elementary and high school principals in last ten years.
     * Number of superintendents in last ten years.
   - First step on teachers’ salary scale
   - Highest step on teachers’ salary scale

4. **Government**
   - Type of municipal government
   - Type of school district (single municipality, SAD, union, CSD, RSU’s)
   - Size of school board and composition
     * Tenure of present superintendent of schools (career or place oriented?)
     * Tenure of present town manager (or equivalent official) (career or place oriented?)
   - Mil rate

5. **Politics / Social Orientation**
   - Recent “hot” issues in the community
   - What groups/individuals hold political power?
   - What strategies do school leaders/advocates need to use to secure educational support and resources?
     * Information with an asterisk should not appear on the pamphlet but rather be submitted as an appendix.
INTERNSHIP CONTRACT

Responsibilities of the Interns

The administrative intern agrees to:

- Adhere to the assignment/work schedule agreed upon by the intern and the mentoring administrator.
- Keep appropriate information confidential.
- Share forthrightly with the mentoring administrator any concerns the intern is having in the course of the internship.
- Maintain a reflective log or journal of internship activities, documenting the hours spent in internship activities.
- Attend and actively participate in the regularly scheduled university classes of EDU 685, EDU 686, EDU 687, and EDU 688.

Responsibilities of Mentoring Administrators

The mentoring administrator agrees to provide the following services and guidance to the administrative intern:

- Provide meaningful, hands-on administrative tasks that will give the intern a broad overview of administrative responsibilities.
- Include the intern in the administrative team meetings, parent conferences, teacher committees, individual conferences with staff, students and/or parents as appropriate.
- Take steps to “legitimize” the role of the intern with other staff in the school settings.
- Provide regular informal feedback regarding strengths, areas needing further development and progress.
- Meet with the University internship supervisor and intern during site visits as scheduled with the supervisor.
- Assist in determining the degree to which the intern has met the PSEL standards.

Signature of the Intern: ____________________________________________________
Date: __________________

Signature of the Mentoring Administrator: _________________________________
Date: __________________
# Internship Hours
## Monthly Log

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School Board Meeting Review

Observe the meeting(s) and prepare a summary (3-5 pages) of your observation notes.

1. Composition of the agenda.

2. How would you describe the interaction between the superintendent and the school committee?

3. What issue(s) or items struck you as interesting?

4. How did the superintendent handle it? Were there any other members of the administration involved?

5. If the opportunity presented itself, how did the principal/special education director/curriculum coordinator participate?

6. How did the board react and ultimately resolve the issue?

7. Could you predict the outcome? Were there any surprises?

8. Describe what you felt was skillful or insensitive action on the part of the staff members, board members, and/or the public to the political forces affecting the issue.

9. How would you describe the relationship between the Board and district administrators?

10. Any other observations?
School Finance Project

The School Finance Project is designed to provide the prospective principal/special education director/curriculum coordinator with an opportunity to study school finance and budgeting issues from a variety of roles and perspectives. As a result, the student will gain knowledge of budget development processes, implementation procedures, political considerations, day-to-day financial operations and accountability structures.

The student is to interview (using the attached questions): two Superintendents, a business manager, a special education director, and two building principals. The individuals interviewed must be outside their present school system. You cannot use your current system. Don’t even ask! Students are encouraged to add additional questions.

Students are to record responses to the interviews and submit a 4-6 page reflective summary commenting on what you have learned. The student should focus on the implications for a future principal/special education director/curriculum coordinator. Mention should be made as to what you might do differently if you were in that role. It is not necessary to submit the detailed responses to the interview questions.
Superintendent Interview Questions

Describe your background prior to becoming superintendent in this district?

What has been the impact of the essential program and services model?

How do you build your school budget?

How would you describe the community’s support for the budget over the last five years? Are there groups or individuals in the community that have an impact on budget development and passage? How do you work with them?

How do you involve the school board and community in the budget process?

What is the role of the building principal (special education director, curriculum coordinator) in the budget process?

How do you determine budget priorities?

How do you deal with the budgetary concerns of special interest groups?

How do you determine the staffing levels you will put forward in a next year’s budget?

What process do you use to work through staffing allocations with building principals?

How do you respond if a principal advocates for additional staff allocations? Do you share this information with the school community?

What do principals (special education directors, curriculum coordinators) need to know about developing and implementing budgets?
Business Manager Interview Questions

1. Describe your background and training for your current position?

2. What are your primary responsibilities?

3. What has been the impact of essential programs and services on your role?

4. What budget decisions do you make?

5. What checks and balances are in place?

6. What items do you bid out? What are the pluses and minuses of bidding?

7. How do you think the budget process in schools could be improved to make your job easier?

8. What are the current challenges in your position?

9. What should principals, special education directors, and curriculum coordinators know about the budget process?
Special Education Director Questions

1. Describe your background and experience prior to your new position?

2. What are your primary budgetary responsibilities?

3. What sources of funding are you responsible for monitoring?

4. What different groups do you work with in developing your budget and how does that work?

5. To what degree does funding availability influence programming decisions? Please elaborate.

6. Is there a system philosophy that influences your budget development?

7. What is the role of the building principal in the development of the special education budget?

8. What do you wish principals understood about your role?

9. What are the greatest challenges in your role?
Principal Interview Questions

1. What was your background prior to this position?

2. How do you develop your school budget? Who do you involve?

3. How do you determine priorities for funding?

4. Explain the day-to-day accounting procedures for monitoring expenditures?

5. How do you monitor accounts, i.e. club, athletic, activity, lunch, and non-school revenues?

6. What investments, payroll, scholarship funds are you responsible for and how does that work?

7. How much time do you spend on budget, accounting issues?

8. How do you prepare staffing recommendations for next year’s budget?

9. How do you advocate for needs or challenges that the superintendent questions or does not support? Could you share an instance of such advocacy?

10. What are the current challenges in your position?

11. What advice do you have for prospective principals?
Internship Class
PSEL Standards Discussion

Discussion 1: Standards 1 and 10

Directions: After having interviewed their mentor or other administrator, members will summarize in writing their conclusions drawn from the responses to these questions and should be prepared to report back to the class.

Focus Questions:

1. To what extent has the administrator where you are interning effectively communicated the vision/mission to the school community?

2. Describe the ways in which this has occurred?

3. What strategies would you suggest for more effectively communicating the vision/mission to the community?

4. How would you determine that the vision/mission is understood by the community?

5. Does your district leadership identify “goals” for school improvement on an annual basis? What are the goals? How are they communicated?
Discussion 2: Standards 4, 5, 6, and 7

Directions: After having interviewed their mentor or other administrator, members will summarize in writing their conclusions drawn from the responses to these questions and should be prepared to report back to the class.

Focus Questions:

1. To what extent does the administrator encourage fair and respectful treatment of all members of the school community?

2. What specifically has the administrator done to develop, promote and monitor a culture that is conducive to student learning and professional growth?

3. What would you suggest the administrator do to create a culture of high expectations for administrators, staff and students?

4. Describe how the current organizational structure facilitates or inhibits student and staff success? What would you recommend for a structure?

5. What is the administrator’s role in determining curriculum? What do you think it should be?


Internship Class
PSEL Standards Discussion

Discussion 3: Standards 5, 6, and 9

Directions: After having interviewed their mentor or other administrator, members will summarize in writing their conclusions drawn from the responses to these questions and should be prepared to report back to the class.

Focus Questions:

1. To what extent does the administrator involve others in decisions to maximize shared ownership and accountability?

2. Describe how the administrator uses knowledge of teaching, learning and student development to guide management decisions?

3. Describe how financial, human, and material resources are aligned to the mission?

4. Describe the administrator’s role in creating and maintaining a safe, clean and aesthetically pleasing environment?

5. Describe strategies the administrator utilizes to reduce conflict and build consensus among various stakeholders to support the mission and direction?
Discussion 4: Standard 8

Directions: After having interviewed their mentor or other administrator, members will summarize in writing their conclusions drawn from the responses to these questions and should be prepared to report back to the class.

Focus Questions:

1. What strategies does the administrator utilize to be highly visible, involve and communicate with the community?

2. What venues for visibility, involvement and communication with the community would you suggest the administrator utilize?

3. How has the administrator dialogued with all constituencies, especially those with diverse traditions, customs, beliefs and lifestyles?

4. What strategies does the administrator use for effective communication to and from the community?

5. Describe an instance when the administrator effectively responded to issues of community politics?
Discussion 5: Standards 2 and 3

Directions: After having interviewed their mentor or other administrator, members will summarize in writing their conclusions drawn from the responses to these questions and should be prepared to report back to the class.

Focus Questions:

1. To what extent does the administrator demonstrate a personal and professional code of ethics?

2. Describe how the administrator uses the influence of the office to enhance the educational program rather than for personal gain.

3. Describe how the administrator demonstrates appreciation for the sensitivity to the diversity in the school community.

4. Provide examples of how the administrator treats people fairly, equitably, and with dignity and respect.

5. Describe how the administrator demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
Internship Class
PSEL Standards Discussion

Discussion 6: Standards 3 and 8

Directions: After having interviewed their mentor or other administrator, members will summarize in writing their conclusions drawn from the responses to these questions and should be prepared to report back to the class.

Focus Questions:

1. Describe how the administrator promotes an ongoing dialogue with representatives of diverse community groups.

2. Describe how the administrator facilitates communication within the school community concerning trends, issues, and potential changes within the environment in which schools work.

3. Describe how the administrator is involved in influencing policy decisions on the local, state and national level. Please give specific examples.

4. Describe ways in which the administrator advocates on behalf of all students and their families.

5. Describe ways in which the administrator stresses the importance of diversity and equity in a democratic society.
Internship Focus

Please review the PSEL standards and identify those areas in which you need more information or knowledge. Then, list the standard and related activities that you will be focusing on during the internship that will help you attain that knowledge/information. This plan needs to be reviewed and approved by the mentoring administrator and shared with the University supervisor. There should be a page for each standard.

| Standard | Proposed Activity |
PSEL Assessment Summary

___________________________________ Candidate’s Name

___________________________________ Candidate’s Internship Site

Reflections on student internship performance by Mentoring Administrator:

____________________________________ (Name, printed)

Reflections on student internship performance by USM Internship Supervisor:

____________________________________ (Name, printed)

We verify that the candidate has exhibited satisfactory proficiencies on the National Policy Board for Educational Administration PSEL Standards to qualify for appropriate Certification in the State of Maine.

____________________________________ Internship Advisor’s Signature

____________________________________ USM Supervisor’s Signature

_________________________ Date
# Journal Log

**PSEL Standards:**

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

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<thead>
<tr>
<th>Date</th>
<th>PSEL Standard</th>
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**Description of Activity**
Second Semester Assessment

Write a reflective paper (3-5 pages) in which you assess:

1. The insights into administration that you have gained to date. Surprises? Impressions? Concerns?
2. What standards have you focused much of your work on this past semester?
3. What standards are you going to focus on next semester?
Final Assessment

Write a paper (3-5 pages) in which you reflect on:

1. Experiences and accomplishments that document learning relative to each PSEL Standard.
2. Your priorities for further learning or professional experience relative to each PSEL standard.

This Final Assessment is due at a date determined by the instructor. You will also present an oral summary of this self-assessment at the spring field conference with your internship advisor and USM professor. At this conference, your advisor and professor will join in reflecting on your learning and experiences in the Internship.
LEADERSHIP PROJECT PROPOSAL

NAME: ______________________________________________________

TITLE: ______________________________________________________

Brief description of question, issue, and prospective goal(s) of project

Outline of Project Activities: What specific actions will intern need to take or coordinate in order to succeed in goal?

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<th>Action</th>
<th>Participants</th>
<th>By when</th>
</tr>
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Name the individuals/groups you will be leading:

What do you hope to learn?

How will you evaluate the results of the project?

Approve: ______________________________________________________

Date: ________________________________________________________