

# Superintendents State Standards

## I. Knowing the Content

The student will demonstrate knowledge of and competence in providing educational leadership in a school district or intermediate unit setting outside of the candidate's original administrative certification and primary area of experience including:

I.A. The history of public education including:

1. theories of school organizations and structures within a social and political environment
2. contemporary issues in public education

I.B. Responsibilities of educational leadership including:

1. supervising and evaluating instructional and non-instructional staff
2. recruitment, selection, supervision, induction, compensation, and dismissal of personnel with attention to issues of equity and diversity
3. contract management and negotiations
4. analysis and operation of the School organization
5. promoting an educational environment that encourages change and conflict resolution
6. using technology for effective school management

I.C. The role of the superintendent as an instructional leader including:

1. promotion of a shared vision
2. strategic planning
3. curricular decisions driven by data and best practices
4. instruction and assessment appropriate for teaching and learning styles and student needs
5. alignment of curricula with state standards
6. supervisory models that improve the relationship between teaching and learning
7. professional development that focuses on improving student learning

I.D. The role of the superintendent in the fiscal operation of the school including:

1. strategic planning for school improvement
2. budget planning and resource allocation
3. facilities management
4. technology selection and utilization

I.E. The role of the superintendent in school/community relations including:

1. promoting parental participation
2. understanding human behavior
3. mediating concerns of students, staff, parents and the community, articulating and marketing the school district's vision and programs to the community and media
4. building positive public relations including community support for the school district's priorities and programs
5. communicating effectively with various groups in the community
6. interpreting student performance data to parents and community
7. developing a positive district climate and culture
8. understanding and managing internal and external politics
9. understanding and relating to the various stakeholders (parents, students, business leaders, school boards, taxpayers)
10. seeking and using community feedback

## **II. Performances**

The professional education program provides evidence that Letter of Eligibility candidates are assessed and demonstrate their knowledge of and competence in applying the fundamental concepts of school administration during a minimum of 180 hours of participation in authentic simulations, field experiences, and an internship including:

1. completion of identified role expectations
2. performances at diverse settings and educational levels
3. completion of customized projects that address identified needs of the candidates
4. use of current research and best practices
5. participation in a 90 hour internship

## **III. Professionalism**

The professional education program provides evidence that each Letter of Eligibility candidate demonstrates knowledge and competencies that foster professionalism and ethical practices in school/community settings including:

- III.A. Professional organizations, professional literature, resources and advocacy groups
- III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations
- III.C. Communicating effectively (orally and in writing) with students, colleagues, faculty, families, paraprofessionals, related service personnel, outside agencies and the community
- III.D. Recognizing the professional responsibilities of educators' roles as collaborator, team member, advocate, and service coordinator
- III.E. Recognizing the impact and importance of decision-making processes, ethical practice and self-reflection on professional performance

## **Professional Portfolio Guidelines Superintendent**

Each student will develop a professional portfolio reflecting the work accomplished during the internship experience. The portfolio is to be organized in accordance with the Superintendent Standards (attached). The portfolio is to be submitted at the conclusion of the internship experience and will be reviewed by a panel of superintendents and principals.

### **Guidelines for Organization**

1. The professional portfolio consists of one three-ring binder, with tabbed headings for each of the four major sections and sub-headings for section three.
2. Section 1 of the portfolio includes an updated vita and a one paragraph biographical sketch. In addition, this section includes a self-analysis of your strengths and weaknesses related to each of the standards along with your goals for the internship.
3. Section 2 of the portfolio should include a copy of the bi-weekly activity logs and reflection sheets (attached). Submit the log and reflection sheets via email, to your faculty supervisor on a bi-weekly basis for review and response.
4. Section 3 will include separate tabbed headings for each standard (e.g., superintendent's role in school and community relations). This section includes a summary of the work accomplished in each of the standards and presents specific work products designed to demonstrate competency in each area. The work product may include written material, audio or videotape, copies of photos and/or computer-based material. For example, a copy of a curriculum map you have constructed along with the resulting curricular decisions is presented in order to demonstrate competency of the standard related to superintendent as instructional leader; or, a faculty recruitment plan to develop future principals for the district is presented to demonstrate competency of the standard related to Educational Leadership.
5. Section 4 presents your final reflection on the internship. In this section, you should relate your internship experience to the specific goals established at the outset of the program and reflect on your learning. In addition, you should set goals for your continued growth as an educational leader.

The purpose of the internship is to provide you with practical hands-on experience in leading and managing a school system. The internship requires a minimum of 180 hours of work experience in a central office setting. The quality of the experience is judged not only by the time component but includes the quality of work product presented in the professional portfolio and the nature and diversity of the experiences represented in the bi-weekly logs.