

**University of New Hampshire
Department of Education**

Education 974: Educational Internship (4 credits) Spring 2020

**Overview
and
Superintendent Certification
Principal Certification Option**

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Mission of the Professional Unit

The Unit for Professionals in Education at the University of New Hampshire seeks to prepare excellent educational leaders. Immersion in subject matter, research, theory, and field-based experience provides a base for our graduates to make well-reasoned judgments, render informed decisions, model exemplary practice, and take initiative for planned change. Students learn to establish caring environments that celebrate individual differences and backgrounds, while fostering cooperation and educational improvement that enrich the lives of our clients. We stress acquisition of multiple perspectives and reflective critical inquiry as a mode of study and community building and as a basis for promoting constructive change. We value and support excellence in our students' local practice and their broader leadership within the profession.

Mission of the Administration and Supervision Program

The call for strong, creative leadership in our society is universal. Our schools are no less impacted by this need for leadership of quality than are big business and government. The Department of Education, in general, and the program in Administration and Supervision, in particular, is responsible for training educational leaders who will fill such roles as principal, assistant superintendent, and superintendent. Many research studies on effective schools have underscored the pivotal role that strong leadership plays in building and sustaining the health of a good school. The program in Administration and Supervision at the University of New Hampshire fulfills the important mission of training leaders for New Hampshire's school districts as well as the nation's school districts.

Course Description

EDUC 974 Educational Internship and EDUC 975 Advanced Education Field Project are taken sequentially, and are the culminating experiences in the Educational Specialist Program (Ed.S.) in Educational Administration and Supervision at the University of New Hampshire (Durham and Manchester campuses). These two courses provide students with the opportunity to synthesize and apply prior knowledge and to continue to develop the skills essential to successful school/school district level leadership. Together they require 160 hours of onsite focused activities.

Certification Associated with this Course

The Ed.S. program is an accredited New Hampshire program leading to certification as a **New Hampshire School District Superintendent**.

This course is also a requirement for the **New Hampshire Principal** certification option of the Ed.S. program and **New Hampshire Special Education Administrator** certification. This document includes the requirements for superintendent and principal EDUC 974 certification. The special education administrator credential portion of EDUC 974 is in a separate document. Please note that the principal certification option of the EdS has additional course requirements as does the special education administrator credential. Please contact the course instructor or Todd DeMitchell (todd.demitchell@unh.edu) for further information.

SUPERINTENDENT, SPECIAL EDUCATION & PRINCIPAL CERTIFICATION HOURS

- Students who already possess principal certification shall complete the **80** hours of internship at the school district/SAU office with a cooperating administrator at the superintendent or assistant/associate superintendent level.
- Students who are seeking principal certification as well as superintendent certification shall complete the log and requirements for principal certification including **40** hours of internship at a school and **40** hours of certification at the district level. See principal certification.
- Students seeking certification as a special education administrator shall complete **80** hours of internship with a special education administrator. See special education certification.
- All applicants for an administrative credential shall complete a minimum of **80** hours of internship in their respective areas.

EDUC 974 Course Requirements Superintendent Certification Option:

1. The candidate must have completed at least 3 years of experience as an education administrator in a K-12 setting prior to being recommended for certification (Ed 506.01 (1) Superintendent).

2. EDUC 974 Internship (80 hours)

The candidate arranges an internship in a school district central office with an on-site district administrator who will function as the onsite cooperating administrator. The cooperating district administrator must be certified as a NH school superintendent and serve in a full time administrative role in a school district. Students must obtain the approval of the internship site and the cooperating district administrator from the university faculty supervisor.

The internship should provide the student with the opportunity to:

- a. Observe the nature, scope and function of the school district administration in an applied setting in a school district's central office.
- b. Have the opportunity to take part in a leadership role in planning, decision-making, implementation, and evaluation of selected, significant administrative actions on the district level.
- c. Synthesize theoretical knowledge and skills gained in the university classroom through application of such knowledge and skills in a field-based setting in a school district's central office.

- d. Establish, pursue and attain professional objectives that relate to the development of competency in educational administration.
- e. Increase personal and professional maturity through acceptance of significant administrative responsibilities on the district level.
- f. Develop abilities, skills and knowledge for effective communication with all constituencies, and gain ability to maintain high levels of professional behavior.

2. Skills, Competencies, and Knowledge

The student seeking the superintendent credential must demonstrate the application of theories and strategies learned in the course of study for the degree/credential and experience the full range of administrative responsibilities in the following areas based on Ed 506.01 Superintendents.

- 1.. Establish vision, mission, goals for student achievement; build consensus and commitment to the vision, mission and goals; monitor, measure and report on progress on goals;
- 2.. Sustain an organizational culture that supports student learning and staff professional collaboration and growth;
3. Ensure the effective management of the school district in its fiscal resources, human resources (i.e., recruitment, retention, and evaluation of quality personnel as well as labor relations), and physical plants to provide a safe, efficient, high performing, and positive learning environment;
4. Promote, respond, and collaborate with families and community members and their diverse needs to improve teaching and learning;
5. Act with integrity, fairness, and in an ethical manner by adhering to ethical and legal standards while maintaining high standards for self and others; and
6. Advocate for students through a knowledge of the political, social, economic, legal cultural contexts, exerting influence through communication with policymakers.

3. Time Logs

EDUC 974 students will keep time logs that provide detailed description of hours spent on relevant district level activities. The time log and description of the activity will be submitted every two weeks to the university faculty supervisor. Readings completed during the internship in support for the Skills, Competencies, and Knowledge areas must include a citation.

4. Meeting with the District Office Administrator and UNH Supervisor

All students participating in internship will participate in a joint meeting with the on-site central office administrator and the university supervisor. The date will be determined during the semester.

5. Evaluation

The supervising central office administrator will complete an evaluation of the EDUC 974 student. The student will be graded by the university faculty on a "credit/fail" basis.

OUTLINE FOR EDUC 974 INTERNSHIP FOR SUPERINTENDENT CERTIFICATION

1. Select an onsite district/SAU administrator who has superintendent certification to act as your onsite cooperating administrator. (**Appendix A**)
2. Review the standards for certification as a NH superintendent in **Appendix B**.
3. Using the full description of the certification standards, self-assess yourself on your Leadership Effectiveness using Candidate's Beginning Self Assessment instrument in **Appendix C**.
4. Develop a prospectus in which you state what you want to accomplish in each of the six (6) areas of the certification standards. (**Appendix D**). Pay special attention to the areas of effectiveness that need the most activities based on your self-assessment. Designate these goals as High Priority, Medium Priority, and Low Propriety with a short rationale for each decision (e.g., experience in the area) Share this prospectus with the university instructor and the cooperating district administrator.
5. Discuss/explore with your district administrator ways in which you can meet your goals. Share the outcome with the university faculty supervisor.
6. Keep a log of 80 hours of activities during the semester. An example of the log can be found on **Appendix E**. Write a description of each activity (**Appendix F**).

You may complete readings related to the internship for no more than 30% of the 80 required hours. Any readings you do for this internship must include a citation.
7. Submit the log to the university instructor for comment and review every two weeks, on the schedule provided by the university faculty.
8. At some point during the semester, commonly toward the beginning of the semester, schedule a three-way meeting with yourself, the cooperating onsite administrator and the instructor.
9. At the conclusion of the semester submit the log with your signature and the signature of the onsite district supervising administrator. Also, take the Candidates Concluding Self Assessment (**Appendix G**). Submit the signed log and Concluding Self Assessment to the university supervisor.
10. The onsite district cooperating administrator will be asked to complete an evaluation on your internship and submit it to the university faculty instructor. (**Appendix H**)
11. The university faculty instructor will assemble the packet of materials and submit to Todd DeMitchell at UNH who completes the university process. The university faculty member will submit the grade for the internship – “credit” or “no credit.”

APPENDIX A

COOPERATING DISTRICT ADMINISTRATOR INFORMATION
FOR SUPERINTENDENT INTERNSHIP

(Please submit at the beginning of the semester for the instructor/supervisor's approval.)

Graduate Student's Name:

UNH Course: EDUC 974 Educational Internship

Semester:

Year:

Cooperating School District:

Cooperating Administrator's Name:

Cooperating Administrator's Position:

Cooperating Administrator's Email:

School District Address:

School District Telephone:

Thank you in advance for your willingness to work with UNH graduate student during this semester of internship work.

APPENDIX B
CERTIFICATION STANDARDS FOR NH SUPERINTENDENT

Ed 506.01 Superintendent

(a) An individual shall have the following entry level requirements to be certified as superintendent:

(1) **Have completed at least 3 years of experience as an education administrator in a k-12 setting;**

(2) Have completed a state board of education approved educational administration collegiate program at the post-master's certificate of advanced graduate study (CAGS), educational specialist, or doctoral level; and

(3) Have acquired the competencies, skills, and knowledge itemized in (d) below through experience in comparable leadership positions in education or other professions if qualifying under Ed 505.03, Alternative 3: Demonstrated Competencies and Equivalent Experiences.

(b) The application procedures for certification shall be as follows:

(1) The candidate may obtain the necessary forms and information from the bureau of credentialing; and

(2) The candidate shall file the following materials and documents with the bureau of credentialing

a. Completed application forms containing the information required in Ed 508.04;

b. Previous work record;

c. Education record; and

d. A minimum of 3 confidential references from persons who can attest to the candidate's proficiencies in the required leadership area.

(c) If the bureau of credentialing determines that the materials described in (b)(2) above attest to the candidate's successful completion of the requirements for certification, the candidate shall receive initial certification as superintendent from the bureau of credentialing. This certification shall enable the holder to apply for employment as a New Hampshire superintendent.

(d) Qualifications for superintendent shall include the following skills, competencies, and knowledge:

(1) As relating to vision, mission and goals, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning and strong organization mission setting high expectations for every student that is shared and supported by the school community, including but not limited to:

a. Creating the vision establishes high, measurable goals for all students and educators;

b. Creating shared commitments in that the process of creating and sustaining the vision, mission, and goals is inclusive, building common understandings and genuine commitment among all school community members to implement vision and goals;

c. Monitoring and evaluating progress toward the vision, mission, and goals based on systematic evidence to foster continuous improvement and ensure that the vision, mission, goals and implementation plans are realized;

(2) As relating to district culture and instructional programs, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by advocating, nurturing, and sustaining a district organizational culture and instructional program conducive to student learning and staff professional growth including, but not limited to:

a. Promoting achievement and success of all students by monitoring and continuously improving teaching and learning, establishing a strong professional culture of growth, openness and collaboration wherein educators engage in analyzing student data and planning program improvements that result in closing achievement gaps;

b. Providing support, time, and resources for leaders and staff to examine their own beliefs, values, and practices in relation to the vision and goals for teaching and learning;

c. Developing shared understanding of rigorous curriculum and standards-based instructional programs, working with teams to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet diverse needs; and

d. Promoting assessment and accountability by using various kinds of information and assessments such as test scores, work samples, and teacher judgment, to evaluate student learning, effective teaching, and program quality resulting in communication of progress toward vision, mission, and goals;

(3) As relating to district management, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by ensuring effective management of the organizational systems, finances, operations, and resources for a safe, efficient, high performing and positive learning environment, including, but not limited to:

a. Using effective problem solving strategies to plan and maintain physical plant safety and student access, and evaluate and revise processes to continuously improve operational systems;

b. Aligning fiscal and human resources by establishing an infrastructure for finance and personnel that directs resources toward teaching and learning, within federal and state rules, that recruits and retains quality personnel, addresses the diverse needs of students, and conducts personnel evaluation processes in keeping with state and local policies;

c. Overseeing and directing labor relations, conflict resolution, collective bargaining, budget preparation and budget administration; and

d. Protecting the welfare and safety of students and staff by proactively involving parents, teachers, community members, and students to ensure a safe environment, and by addressing challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning;

(4) As relating to district, school and community, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources to improve teaching and learning,

including, but not limited to:

- a. Collaborating with families and community members by using effective communication strategies to engage parents, staff, families, and community members to participate in achieving the mission, vision, and goals for teaching and learning;
- b. Promoting community interests and needs by being actively involved with aspects of the greater district community using a variety of media, including various digital formats, to communicate with the community and capitalizing on diversity as an asset of the district community; and
- c. Building on community resources by developing mutually beneficial partnerships to secure community support to sustain existing resources and add new resources that address the emerging needs of students;

(5) As relating to integrity and ethics, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by acting with integrity, fairness, and in an ethical manner, including, but not limited to:

- a. Following ethical and legal standards, behaving in a trustworthy manner consistent with legal standards, and using professional influence and authority to enhance education and the common good;
- b. Examining personal values and beliefs; assessing personal assumptions and practices that guide improvement of student learning; and modeling those behaviors in day to day practice; and
- c. Maintaining high standards for self and others, modeling lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies;

(6) As relating to social and cultural contexts, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by understanding, responding to, and influencing the larger interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs including, but not limited to:

- a. Exerting professional influence, improving the broader political, social, economic, legal, and cultural context of education for all students and families through active participation in the local community and the larger educational policy environment;
- b. Contributing to the educational policy environment and political support for excellence and equity in education, striving to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements, and effectively communicating with key decision makers in the community and in broader political contexts to support student learning; and
- c. Working with policymakers to inform and improve education policymaking and effectiveness of the public's efforts to improve education.

[Source.](#) #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4189, eff 12-12-86; ss by #4373, eff 2-24-88; ss by #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6349, eff 10-5-96; ss by #8023, eff 7-1-04, EXPIRED:
7-1-12

New. #10247, eff 12-21-12

APPENDIX C

CANDIDATE'S SELF-ASSESSMENT ON CERTIFICATION STANDARDS FOR SUPERINTENDENT

Please refer to the full description in Appendix B to fully understand each standard.

Select the assessment that best describes your current experience and effectiveness.

1. Establish vision, mission, goals for student achievement; build consensus and commitment to the vision, mission and goals; monitor, measure and report on progress on goals;

___ Superior ___ Above Average ___ Average ___ Below Average ___ Poor

2. Sustain an organizational culture that supports student learning and staff professional collaboration and growth;

___ Superior ___ Above Average ___ Average ___ Below Average ___ Poor

3. Ensure the effective management of the school district in its fiscal resources, human resources (i.e., recruitment, retention, and evaluation of quality personnel as well as labor relations), and physical plants to provide a safe, efficient, high performing, and positive learning environment;

___ Superior ___ Above Average ___ Average ___ Below Average ___ Poor

4. Promote, respond, and collaborate with families and community members and their diverse needs to improve teaching and learning;

___ Superior ___ Above Average ___ Average ___ Below Average ___ Poor

5. Act with integrity, fairness, and in an ethical manner by adhering to ethical and legal standards while maintaining high standards for self and others; and

___ Superior ___ Above Average ___ Average ___ Below Average ___ Poor

6. Advocate for students through a knowledge of the political, social, economic, legal cultural contexts, exerting influence through communication with policymakers.

___ Superior ___ Above Average ___ Average ___ Below Average ___ Poor

Name:

Date:

10/13/2019

**APPENDIX D
PROSPECTUS FOR INTERNSHIP FOR SUPERINTENDENT CERTIFICATION**

State a goal for each of the six (6) areas that you wish to accomplish during this internship. Indicate whether the goal is high, medium, or low priority. Share this with your onsite district administrator as well as with your UNH faculty instructor.

1. Establish vision, mission, goals for student achievement; build consensus and commitment to the vision, mission and goals; monitor, measure and report on progress on goals;

GOAL:
PRIORITY:

2. Sustain an organizational culture that supports student learning and staff professional collaboration and growth;

GOAL:
PRIORITY:

3. Ensure the effective management of the school district in its fiscal resources, human resources (i.e., recruitment, retention, and evaluation of quality personnel as well as labor relations), and physical plants to provide a safe, efficient, high performing, and positive learning environment;

GOAL:
PRIORITY:

4. Promote, respond, and collaborate with families and community members and their diverse needs to improve teaching and learning;

GOAL:
PRIORITY:

5. Act with integrity, fairness, and in an ethical manner by adhering to ethical and legal standards while maintaining high standards for self and others; and

GOAL:
PRIORITY:

6. Advocate for students through a knowledge of the political, social, economic, legal cultural contexts, exerting influence through communication with policymakers.

GOAL:
PRIORITY:

**APPENDIX E
LOG OF INTERNSHIP ACTIVITIES**

(Please note that 80 hours of internship must be logged if only superintendent certification is sought. If principal certification is also sought, the superintendent log must have a minimum of 40 hours and the principal log must have a minimum of 40 hours. They must be submitted concurrently in order to receive credit for the course.)

Date of Activity	Activity Number	Vision #1	Culture #2	Management #3	Families and Community #4	Integrity, Fairness, Ethics #5	Advocacy #6	TOTAL Hours
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APPENDIX F

DESCRIPTION OF INTERNSHIP ACTIVITIES AND READINGS

- Give a brief description of each *activity* cited on your log sheet. Number each activity on this sheet and use the number as a reference number in the log book so as to cross list the stated log entry with the description of the activity.
- List citations for scholarly/professional *readings* that support your work in the area. These are readings that you select to extend your knowledge and skills. Readings cannot constitute any more than 30% of your total hours.

Example using log entry in Appendix E:

#1 Observed a meeting of School Board members with their attorney to discuss a policy issue relating to the changes in the law requiring schools to give parents two week notice to review curriculum materials related to human sexuality.

Examples of Superintendent Internship Activities

1. Vision, Mission and Goals

- Participated in development of district level retreat reviewing district vision and goals
- Participated in strategic planning process for district
- Observed School Board meeting or retreat where district goals were developed or reviewed
- Helped plan for presentation to School Board on progress on school and district goals
- Developed own professional “smart goals” for year; reviewed with district mentor
- Observed presentations to community on district’s strategic plan, or goals
- Helped prepare periodic reports on progress on district goals
- Participating in hiring of new staff, administrators, focus on matching to district goals
- Reviewing district handbook; looking at alignment of policies and procedures with district vision and goals
- Attended new board orientation meetings

2. Culture and Instructional Program

- Participated on district level curriculum committee
- Participated in PLC reviewing school and district data on student achievement
- Attended district level administrative meetings on curriculum, instruction, assessment topics
- Observed PLC meetings in own school; other schools in district
- Helped prepare district grant application (e.g. Title II)
- Observed district administrator leading curriculum work
- Attended meetings where proposals for change (e.g. competency grading) are presented to community
- Reviewed process for administrative evaluation with superintendent
- Participated in “adequacy visit” by Dept. of Ed personnel

- Mentored veteran teacher on improvement plan
- Participated in process to apply for whole school status under Title I
- Participated in district special education audit by Dept. of Ed personnel
- Facilitated discussion of homework policy with middle school team (could also be #4)

3. Management

- Reviewed district facility plan; visited district facilities with superintendent or director of facilities
- Observed, participated in budget meetings
- Helped develop safety plan for district/school; dealing with problems relating to building security, building access
- Participated in or observed District Safety Joint Loss Committee
- Observed School board meetings dealing with such topics as bids, legal issues, contract negotiations strategy and planning
- Observed contract negotiations session
- Participated on district search committee for new high school principal
- Attended meetings where proposals for change (e.g. change in start times) are presented to community
- Participated or observed meetings, planning of district technology committees
- Researched district policies regarding use of social media and devices at high school level; drafted policy for superintendent/board review
- Observed or participated in meetings dealing with problem resulting from declining enrollments
- Participated in meetings around scheduling, schedule changes (also under collaboration with families and community)
- Negotiated (or observed negotiations) around new teacher evaluation program
- Observed School Board Buildings and Grounds committee meetings
- Participated in (or observed) meeting with bus company around transportation contract, issues

4. Collaboration with families and community

- Attended meetings with community or local service agencies
- Participated in meetings dedicated to exploring school/business partnership
- Helped develop informational materials for families
- Interviewed representative of key community agencies
- Attended Drug Summit of local agencies
- Participated in or observed meeting with dissatisfied parents
- Observed manifest hardship meeting
- Attended parent meeting around school closing or consolidation of programs

5. Integrity, fairness, ethics

- Observed district level or School Board meetings at which specific student, family issues are discussed (with or without legal counsel present)
- Interviewed superintendent or other district level leaders regarding their own values and beliefs as district leaders

- Reviewed personal situation (ethical dilemma) with district mentor, explored possible courses of action
- Reviewing policies as a result of state level change in law or regulations
- Observed expulsion hearing
- Dealt with problem resulting from use of Facebook for district/school public relations
- Observed meeting with principal around serious discipline issue principal was dealing with
- Conducted bullying investigation
- Participated in (or observed) discussion about district response to Right to Know request by citizen (also under #4)
- Conducted personnel investigation (person was in administrative role in district)

6. Advocacy

- Attended regional superintendent's meetings, information on state and regional issues and developments
- Observed School Board discussion of district policy changes
- Met with local legislators regarding specific educational issues
- Attended NHSAA seminars on legislative issues
- Attended budget meetings, discussion; community meetings (also #4)
- Responded to proposed budget reductions

APPENDIX G
CANDIDATE'S CONCLUDING SELF-ASSESSMENT

Please refer to the full description in Appendix B

Select the assessment that best describes your current effectiveness.

1. Establish vision, mission, goals for student achievement; build consensus and commitment to the vision, mission and goals; monitor, measure and report on progress on goals;

___ Superior ___ Above Average ___ Average ___ Below Average ___ Poor

2. Sustain an organizational culture that supports student learning and staff professional collaboration and growth;

___ Superior ___ Above Average ___ Average ___ Below Average ___ Poor

3. Ensure the effective management of the school district in its fiscal resources, human resources (i.e., recruitment, retention, and evaluation of quality personnel as well as labor relations), and physical plants to provide a safe, efficient, high performing, and positive learning environment;

___ Superior ___ Above Average ___ Average ___ Below Average ___ Poor

4. Promote, respond, and collaborate with families and community members and their diverse needs to improve teaching and learning;

___ Superior ___ Above Average ___ Average ___ Below Average ___ Poor

5. Act with integrity, fairness, and in an ethical manner by adhering to ethical and legal standards while maintaining high standards for self and others; and

___ Superior ___ Above Average ___ Average ___ Below Average ___ Poor

6. Advocate for students through a knowledge of the political, social, economic, legal cultural contexts, exerting influence through communication with policymakers.

___ Superior ___ Above Average ___ Average ___ Below Average ___ Poor

Name:

Date:

APPENDIX H

Cooperating Administrator's Assessment

(Please submit this form at the end of the internship.)

Name of the Student:

Name of the Cooperating Administrator:

Name of the school district/SAU:

I have taken part in activities/tasks stated above with the candidate for New Hampshire principal certification above.

Please select your assessment of the student's internship.

_____ I **approve** the candidate's log of the stated minimum hours (either 40 hours for joint principal/superintendent certification or 80 hours for superintendent certification) of internship as an indication of my collaboration in meeting these qualifications.

_____ I **do not approve** the candidate's log of a minimum hours (either 40 hours for joint principal/superintendent certification or 80 hours for superintendent certification) of internship as an indication of my collaboration in meeting these qualifications.

Signed

Date

PROSPECTUS

EDUC 974 Educational Internship

New Hampshire Superintendent Certification

Name

Name of Cooperating Administrator

Position Title

School District/SAU

UNH Faculty Instructor

Date Submitted