



**INTERN
SUPERINTENDENTS
HANDBOOK**

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ALVERNIA UNIVERSITY

The Mission of the Superintendent's Letter of Eligibility Program

The Alvernia University
Superintendent's Letter of Eligibility Program
rooted in a proud Franciscan heritage,
is dedicated
to providing instruction
in educational leadership theory
balanced with
current administrative practices.

The program focuses on a
values-centered approach
toward the preparation of
caring, highly-qualified superintendent candidates
uniquely prepared to address
the needs of the diverse populations
in today's schools.

TO LEARN, TO LOVE, TO SERVE!

HOW TO USE THIS HANDBOOK

This handbook is addressed to the intern-superintendent (referred to in the future as **intern**) from Alvernia University who will be working in a public/private school under the direction of a mentor-superintendent. Our purpose is to assist the intern-superintendent become involved in meaningful learning experiences throughout his/her placement in the public/private schools in Pennsylvania. We hope this information will be helpful as a general guide and as a reference while you work as an intern-superintendent.

It is important that you use this handbook to your advantage and for the benefit of your mentor-superintendent. Each section of this booklet is open-ended and the items which are specifically mentioned are given as suggestions. In consultation with your mentor-superintendent please feel free to eliminate those which you feel do not apply and add those ideas and projects that are more appropriate at the time you are working in a given school district. We have left blanks for you and your intern to add items that you feel are important. We hope you will keep us informed as you add new ideas to our list of suggested activities.

For all superintendent interns the mentor-superintendent is the key individual in the Superintendent's Intern Program at Alvernia University. We appreciate their cooperation in this program and recognize it as an important professional contribution.

If you have questions or concerns, which cannot be resolved by the college supervisor, please call the Administrative Certification Programs Coordinator at 610-796-8406 or feel free to discuss the situation with the professor teaching your current course. **GOOD LUCK WITH YOUR INTERN EXPERIENCES!**

Introduction

The Superintendent's Certification Program at Alvernia University

In keeping with Alvernia's Christian commitment toward the harmonious development of the whole person, the Superintendent's Certification Program aims to develop self-directed and competent district-wide administrators who are capable of and accountable for decision-making in all phases of their professional responsibilities. Specific but broad educational goals of the graduate programs leading to the superintendent's letter of eligibility are to:

1. provide each candidate with the knowledge and skills to think and plan strategically creating an organizational vision around personalized student success (Core Standard I);
2. provide each candidate with an understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader's job as an architect of standards based reform in the school (Core Standard II);
3. provide each candidate with the ability to access and use appropriate data to inform decision-making at all levels of the system (Core Standard III);
4. provide each candidate with the ability to create a culture of teaching and learning with an emphasis on learning (Corollary I);
5. provide each candidate with the ability to manage resources for effective results (Corollary II);
6. provide each candidate with the skills necessary to collaborate, communicate, engage, and empower others inside and outside the organization to pursue excellence in learning (Corollary III);
7. provide each candidate with the skills necessary to operate in a fair and equitable manner with personal and professional integrity (Corollary IV);
8. provide each candidate with the skills necessary to advocate for children and public education in the larger political, social, economic, legal, and cultural context (Corollary V);
9. provide each candidate with the skills necessary to support professional growth of self and others through practice and inquiry (Corollary VI).

THE EDUCATION PROGRAM: ADMISSION, RETENTION, AND COMPLETION

- A. Admission
Any incoming student whose previous educational credentials warrant, have the appropriate recommendations, and who expresses an interest in preparing to become a

building administrator will be accepted into the program. Retention depends upon successful completion of course work and clinical experiences. The Alvernia University Graduate Catalog contains additional information on admission requirements.

B. Retention

Appraisal of student achievement is an integral part of each course taken. However, within the framework of the professional education component there is ongoing evaluation of students with regard to potential for the profession of teaching. Satisfactory completion of 360 intern hours and a cumulative grade point average of 3.0 in course work are considered minimum requirements for retention in the program. During course work, advisement sessions, and clinical work, candidates are evaluated and counseled on an ongoing basis by the graduate faculty from Education Department as well as the mentor-superintendent from one of the local education agencies and the Alvernia University supervisor assigned to supervise field work. Every effort is made to convince the candidates of the necessity for them to be self-motivated to achieve excellence in their academic coursework and their field experiences. Students who are not retained in the program typically drop out voluntarily because they decide that administration is no longer their career goal or because they are unable to maintain a satisfactory grade point average.

Candidates must make formal application for the superintendent's internship. In order to qualify for PHD 885 Superintendent's Internship, a cumulative average of 3.0 is required. Satisfactory performance during the internship and the completion of a total of 360 of administrative experiences is necessary for the student to qualify for a recommendation for certification. The grade for PHD 885 Superintendents' Internship is determined by the college professor teaching the academic portion of the course, along with input from the mentor-superintendent, and the university supervisor who will be doing the on-site visitations.

If at any time during the program of study the candidate demonstrates inability to meet the retention criteria, he or she receives guidance in order to remedy the problem. If the problem is not rectified the candidate is dropped from the program.

C. Completion

In order to become certified, the candidate must:

1. complete all required course work and the Superintendent's Internship as outlined on the curriculum sheet.
2. complete the Superintendent's Internship with the evaluations by the mentor-superintendent and the university supervisor reflecting that competencies have been reached.
3. have completed a minimum of five (5) years of satisfactory building-level administrative experience in their area of certification.
4. Complete the PDE 338 C, PDE 338 G, and 338 VCertification Application

forms and return them to the attentions of the Certification Coordinator along with a money order payable to the **Commonwealth of Pennsylvania** in the amount of **\$40.00**.

MINIMUM ADMINISTRATIVE INTERN HOURS LISTED BY COURSE

PHD 731	Advanced Supervision	45	hours
PHD 807	Curriculum, Culture and Instructional Leadership	45	hours
PHD 821	Organizational Policy/Finance	45	hours
PHD 830	Current Issues in Education	45	hours
PHD 885	Superintendent's Internship	180	hours

SUGGESTED ACTIVITIES FOR INTERN SUPERINTENDENTS

Administration

- A. Reflect on the leadership style of the superintendents you have worked for and then develop your own personal style of management.
- B. Examine the operation of the school district. Discuss the superintendent's role in ensuring the smooth operation of the entire school district.
- C. Examine the development of the school budget that covers all aspects of the school program. Become aware of the time-line needed to implement the school budget.
- D. Become familiar with building master schedules, keeping in mind the master schedule determines how the curriculum of the school district is delivered. Discuss any possible suggestions for improvement with the superintendent and the appropriate building principal.
- E. Attend and report on your experiences and impressions from your regular attendance at school board meetings.
- F. If possible participate in the selection process of new employees for the school district.
- G. Become familiar with the school district Act 48 Plan. Where possible work with the superintendent and the appropriate personnel to see that it is functioning in a manner that it is beneficial for the professional staff.

Supervision

- A. Discuss the Supervision Plan of your district with your mentor-superintendent.
- B. If possible, jointly discuss the performance of the administrative team with the superintendent, including the duties and responsibilities of the personnel and the supervisory plan used for their rating.

Curriculum and Instruction

- A. Discuss with the superintendent/curriculum coordinator the current status of curriculum projects either under way or being contemplated by the district. Offer

- your services to help with the project, especially in the area of research on the possible alternatives that the district may be considering.
- B. Focus on one curricular area in need of evaluation and revision. Develop a possible time-line, formulate some anticipated procedures, and prepare an implementation plan.
 - C. Study your school district's standardized test results and any curriculum based assessments that are given. Include in this research the most current results of PSSA's and, if possible, present the implications in a report to the entire faculty.
 - D. Work with the director of special education to see how the issues related to "special needs" students is handled on a district-wide basis.

Public Relations

- A. Prepare news releases and various communications concerning any issues needed to be communicated to the community-at-large. The purpose is to maintain a positive home-school communications.
- B. Attend as many PTA/APT/PTO meetings as possible to get a good feel for what the community thinks of the school district, including, but not limited to the individual schools and the district as a whole.

Discipline

- A. Work with the superintendent/assistant superintendent on major discipline problems that come forward to the central office level.
- B. Investigate different options the district has at its disposal to help change the behavior of problem students.
- C. Work with the director of special education with respect to the discipline of students with "special needs".

Specific Requirements

- A. Maintain a log sheet on all of your activities. Entries should be approved by your Mentor-superintendent.
- B. Keep a journal of your reflections about your participation in the varied activities of your internship. The journal is to be submitted for review at each visitation by your university supervisor. Entries to your journal should be made a minimum of weekly, if not daily. The journal format is as follows:

Part I

Describe all of the activities for which you were either involved or observed during the course of your day.

Part II

Describe, in detail, those activities that went especially well.

Part III

Describe, in detail, those activities that if you had the opportunity to plan again

you would do differently. Indicate what you felt went wrong with the activity and how you would do it differently the second time around.

Part IV

Rate your experience for the day (Worthwhile, Adequate, Frustrating, Other)

**Harassment Policy
Academic Field Experiences**

A. Background

It is the responsibility of each person on campus to respect the personal dignity of others. Alvernia has always encouraged its students, faculty and staff to celebrate in the diversity of the University and to immediately confront any expressions of harassment within the community based on differences in sex, race, religion, disability or ethnic background. Your Academic Field Experience will be taking you outside of the Alvernia Campus Community. The University has carefully screened the school district in which you will serve and has affirmed its complete agreement with the policy of showing no tolerance for any form of harassment. The School District has agreed to hold all members of its institutional community to the same high standards of respect and dignity essential to the mission of Alvernia.

B. Definitions

Sexual Harassment is one example of forbidden harassment and has been defined by the College as unwanted sexual attention, intimidation or advances that are made:

1. Either explicitly or implicitly as a term or condition of academic or employment status or advancement;
2. As a basis for academic or employment decisions;
3. Which unreasonably interfere with an individual's work or academic performance; and/or
4. Which create an intimidating, hostile or offensive work or academic environment.

C. Resources

Alvernia does with to make known to all of the participants in Academic Field Experiences that there are available resources and procedures for resolving any instances of harassment, including sexual harassment, which might be confronted by program participants within the Alvernia Community or while in the institutional community of the Sponsoring Agency.

1. Information, Counseling and Support

If you, as a participant in an Academic Field Experience, believe that you may have been the victim of harassing conduct, and you wish to seek information and/of counseling about the incident or incidences giving rise to this concern, you should either immediately contact either:

- a. The Faculty Member Teaching Your Specific Course;
- b. The Administrative Certification Programs Coordinator; or

- c. The Director of the Ph.D. Program and request a confidential counseling session. In order that any incident may be immediately addressed, you should make this contact within ten (10) days of the occurrence.

If your concerns can be addressed at this first counseling session, and neither you nor your counselor felt that the incident rises to the level of harassment, the matter may be concluded without further action. If however, after the counseling, you wish to proceed with a formal Complaint regarding the perceived harassment, you may take advantage of the formal Complaint procedure.

2. Formal Complaint Procedure

Any participant in an Academic Field Experience who feels that he or she has been the subject of harassment of any kind may, after participating in the initial counseling session, file a Complaint in writing setting forth the material facts of the incident. To facilitate the contemporaneous investigation of the incident, the written Complaint should be filed within ten (10) days of the informal counseling session. The written Complaint should be directed to and addressed by the Vice President for Academic Affairs.

Upon receipt of the written Complaint, the Provost will initiate an investigation concerning the Complaint. The investigation will include the contacting of the Sponsoring Agency, as well as others identified as being witnesses or having first hand knowledge of the alleged behavior or incident.

Following an investigation and a completion of appropriate corrective measures, if warranted, the University will so advise the person filing the formal Complaint.

Responsibilities of Personnel

The Superintendent's Internship is a period of guided learning during which the prospective administrator, under the direction of a qualified mentor-superintendent, gradually assumes the responsibilities and duties of the full time central office administrator. The Superintendent's Internship is designed to give students the opportunity to put into practice the principles, theories, and administrative techniques developed during the previous planned sequence of experiences and courses. The Superintendent's Internship is the culminating experience of the Superintendent's Certification program.

Mentor-Superintendents: Mentor-superintendents are superintendents of experience who are chosen because of their command of administration, personality and interest in contributing to their profession. Their major responsibilities are to:

1. allow the Intern-Superintendent to observe first-hand the administrative responsibilities of the superintendent.
2. allow the Intern-Superintendent to begin assuming some of the duties and responsibilities of the central office administrator.

3. direct and assist the Intern-Superintendent in the planning of his/her course of action in carrying out his/her assigned duties.
4. observe the Intern Superintendent's performance, correct errors, explain why the intern did or did not succeed with their assigned responsibility and to offer suggestions for improvement.
5. hold frequent conferences with the Intern-Superintendent.
6. evaluate the work of the Intern-Superintendent.
7. confer with the university supervisor regarding student progress and any problems that have arisen.

The Intern-Superintendent: The Intern Superintendent is one who has satisfactorily completed all academic requirements of the Superintendent's Certification program except for PHD 885 Superintendent's Internship. Responsibilities are to:

1. observe ways in which the mentor-superintendent meets their district-wide objectives.
2. identify the routines and practices involved in effective district-wide management, demonstrating awareness of physical and psychological factors conducive to a productive learning environment.
3. apply the principles of leadership learned in you previous coursework while at the same time developing your own philosophy of leadership.
5. establish good supervisor-teacher rapport by treating teachers with fairness and respect and providing suggestions for learning experiences in their classrooms based on student success.
6. apply the knowledge of human growth and development in dealing with school-wide or individual classroom discipline problems on a daily basis.
7. help building principals help classroom teachers assess student progress and utilize the results to improve instruction.
8. handle supervision with a cooperative spirit essential to the improvement of instruction.

The University Supervisor: The role of the university supervisor is to supplement the work which the mentor-superintendent does with the intern-superintendent and is in no sense a critic of the superintendent-intern but a frank and kindly colleague. The supervisor does not presume to dictate or to suggest what the mentor-superintendent's methods shall be, nor does he/she advise the superintendent-intern along lines contrary to the policies of the mentor-superintendent or the school. The supervisor's role is to:

1. visit the superintendent-intern in the school district to observe and evaluate how the internship is progressing.
2. confer with the intern to discuss progress and make suggestions for improvement.
3. confer with the mentor-superintendent regarding the intern's progress.
4. evaluate with assistance of the mentor-superintendent the administrative potential of the intern.
5. cooperate with other college personnel in the planning and conducting of seminars and group conferences for special instruction, demonstration, guidance, etc.
6. confer with the Administrative Certification Programs Coordinator regarding all aspects of the intern's assignments.

The Administrative Certification Programs Coordinator: The Administrative Certification Programs Coordinator serves as liaison between the university and cooperating school, interpreting the university program to the school administration and the mentor-superintendent, and in turn, channeling the ideas of school personnel to the university. The Administrative Certification Programs Coordinator may schedule classroom visits to observe intern-superintendent.

General Instructions to Superintendent-Interns

1. Regular and prompt attendance is essential.
2. During the time that you are observing, pay attention to:
 - a. how the mentor-superintendent handles routine administrative matters such as student attendance, student discipline, irate phone calls, etc.
 - b. how the mentor-superintendent manages personnel problems.
 - c. how the mentor-superintendent manages the physical plant.
3. Remember the many demands on your mentor-superintendent's time. Schedule definite times for conferences with your mentor and always be prompt in keeping these appointments.
4. Dress professionally and do not try to look conspicuous in any way.
5. Remember that all information about the school and the students must be regarded as confidential.
6. Show enthusiasm for your work; be resourceful and energetic. Excitement is catching.
7. Plan your day carefully even though all things may not go as planned and present them to your mentor for approval well in advance of each day you are scheduled to work on assigned projects.
8. Ask your mentor for suggestions on how to continually improve your efforts.
9. Have your daily journals and your portfolio to date available when the university supervisor comes to visit.
10. Remember to ask for help when you need it. The mentor-superintendent and the university supervisor are eager to help make your student teaching experience a success.

PREPARING FOR THE SUPERINTENDENT'S- INTERN PROGRAM

As the mentor-superintendent, you can do many things to help your intern get off to a successful start:

Check off suggested item as you prepare for the arrival of the intern:

- _____ 1. Inform parents that there will be intern-superintendent working with you and the students. P.T.A. meetings or school newsletters are other ways to inform parents that a prospective administrator from Alvernia University will be working in your district.
- _____ 2. Announce the date of the arrival of the superintendent-intern to your faculty in advance. Discuss with the administrative team the types of things the intern-superintendent will be involved with while completing this process.

- _____ 4. Compile information and materials which will aid the inter-superintendent in getting acquainted with the administrators, faculty, students, staff, and the school (for example: a faculty lists, master schedules, policy manual, school handbooks, building budgets, student lists, etc.)
- _____ 5. Other ideas you as the mentor-superintendent may have.

THE INTERN-SUPERINTENDENT ARRIVES

A good beginning is a strong factor in the over-all success of the superintendent's intern experience. Because this is such an important part of the candidate's education, your assistance in putting the intern-superintendent at ease will help the intern be more successful in the initial stages of the intern experience.

Check each item as you cover them with the intern principal:

- _____ 1. Introduce the intern-superintendent to the administrative team and to the faculty. This individual is completing their superintendent's certification through Alvernia University and that this semester is the final step in the process. You may want to use the terms, "another administrator" or "co-worker" rather than "intern-superintendent".
- _____ 2. Introduce the intern-superintendent to the non-teaching personnel in the school as well as the teaching personnel.
- _____ 3. Conduct a general but complete tour of the campus plant. This should include both the academic as well as athletic areas as well.
- _____ 4. Set aside some time on the first full day of the internship to talk with the intern-superintendent in an informal situation.
 - _____ a. Create an atmosphere of team work by referring to "we" instead of "I" and "you" as you discuss plans for the intern experience.
 - _____ b. Tell the intern about yourself – your interests, hobbies, and professional activities. Ask the intern about his or her interests and hobbies – this information may be useful to you concerning talents that are appropriate for the assigning of administrative tasks in the future.
 - _____ c. Explain, generally, the curricular and extracurricular program of the school.
 - _____ d. Discuss areas in the curriculum which are of most interest to the administrative intern. These should include both the areas of current strengths and weaknesses along with what is currently being done to improve how well the students in the school perform.

- _____ 5. Give the superintendent-intern a copies of the master schedules which will give them an opportunity to learn the schedules of the professional staff and what curriculum the administration deems important.
- _____ 6 Other ideas of your own that you may wish to discuss?

OTHER GUIDELINES FOR THE SUPERINTENDENT-INTERN EXPERIENCE

Check each item as discussed with your intern:

- _____ 1. Talk with the intern about other responsibilities in which he/she will become involved: lunch/recess/bus supervision, testing, diagnosis and prescription, record keeping, communications to parents, school meetings.
- _____ 2. Exchange telephone numbers so that the intern can notify you if he/she is ill. Students must also notify the college supervisor if a planned visit is scheduled.
- _____ 3. Discuss the appropriate dress code for the administrators and professional staff in your school district.
- _____ 4. Discuss with your intern, very early in the experience, your philosophy of leadership. Although the intern does not have to be a carbon copy of the mentor-superintendent, there should be consistency.
- _____ 5. _____

- _____ 6. _____

THE MENTOR-SUPERINTENDENT'S RESPONSIBILTIES

You, the mentor-superintendent, are a most important person in the intern-superintendent's educational life. The intern is another "student" in your building – one who must also be provided with an individualized instructional program.

Check each item as you cover it with your superintendent-intern:

- _____ 1. You are legally responsible for whatever happens in the district. It is,

therefore, **most important** that you impress upon the intern that no action should ever be taken without your approval and consent. If you are absent, they should check with another administrator in the central office.

- _____ 2. Help the intern gain confidence by assisting in the development of a course of action to be taken on all assigned projects and tasks. The direction taken should be planned to result in success for both the intern and the intended recipients, whether they are the administrative team, professional staff or the students in the building.
- _____ 3. Develop a prearranged plan with your intern so that they can step into the situation if a crisis arises. Such "signaling" could eliminate the possibility of the intern being embarrassed in front of the administrative team, the staff or students if it does become absolutely necessary for you to intervene.
- _____ 4. When at all possible remain in the "area" when the intern is working with the staff or students in order to get a "feel" for his/her leadership skills.
- _____ 5. Plan to leave the intern alone at times so that independence develops. The length of time should gradually be extended as you gain confidence in his/her leadership skills..
- _____ 6. Let the intern know that you are there to help them grow into the position of a central office administrator.
- _____ 7. _____
- _____ 8. _____

CONFERENCES WITH THE INTERN-SUPERINTENDENT

One of the most important and beneficial aspects of the intern experience is the intern-superintendent/ mentor-superintendent conference. You can provide guidance by discussing daily and long range plans during these sessions. It is desirable that these conferences: 1) focus on the intern's **strengths and weaknesses**, 2) provide **feedback** which is specific in nature, and 3) provide **guidance** for developing and refining administrative skills.

Check each item as you prepare for conferences with your mentor-superintendent:

- _____ 1. Set a time period for each day for informational conference time. Usually this is done before the school day starts, during a free period, or at the end of the day. Although more formal conferences are necessary, impromptu discussions seem often to be most helpful to the intern-superintendent.
- _____ 2. Establish a time and place for regular conferences. **A minimum of two**

planning conferences per week is encouraged. The number of conferences held, however, should vary with the individual needs of each intern-superintendent

_____ 3. Keep a record of important points covered in each conference. These items can be of major importance in conferences with the university supervisor and in developing a final evaluation of the intern-superintendent's progress.

_____ 4. _____

_____ 5. _____

WORKING WITH THE UNIVERSITY SUPERVISOR

The Superintendent's Internship is a joint enterprise involving the intern superintendent, the mentor-superintendent, and a member of the Department of Education faculty from Alvernia University. This team should work together in developing the superintendent's intern experience to the fullest extent for the benefit of the aspiring administrator. The mentor-superintendent, however, has the major responsibility for directing the work of the superintendent intern.

The purpose of the university supervisor's visits to your district is the intern-superintendent and to offer appropriate ideas, strategies, and encouragement where and when needed. The supervisor's purpose is in no way designed to observe you or your techniques. You have been selected to participate in the Alvernia University's Principal's Certification Program because of your capability as an excellent superintendent of schools. It is Alvernia University's good fortune that you are willing to share your abilities and your building with our students and it our hope to establish a professional working relationship with you.

Check each item as you work with the university supervisor:

_____ 1. Perceptions of the intern superintendent's progress need to be communicated by all concerned so that mutual insights and understanding can be attained. If you have any concerns or questions about the intern superintendent's progress, please contact the university supervisor **immediately**. Early identification of possible problem areas can aid greatly in further guidance for the administrative intern.

_____ 2. Note the name, address, and telephone number of the university supervisor so that this information is available at all times.

_____ 3. Because of the mentor-superintendent's other responsibilities, the university supervisor will always make appointments for scheduled visits. With respect to the district visits, the university supervisor will attempt to observe the intern in a variety of administrative situations.

_____ 4. Schedule your conferences with your intern-superintendent and the college supervisor as needed, but not less than once every four weeks.

_____ 5. _____

EVALUATIONS

The main objective of all evaluation is to promote professional growth. Consequently, evaluation should be continuous. Regular and periodic analyses should take place in order that strengths be supported and weaknesses be identified and corrected. Frequent open and honest communication between the mentor-superintendent and the intern-superintendent will bring about the most effective evaluation and behavior change.

It will also be necessary to have written evaluations on file. The university supervisor will complete an evaluation form at the midpoint and at the end of the internship. A completed copy will be given to the superintendent-intern, the mentor-superintendent and another will go into the intern's graduate education file.

The mentor-superintendent will also evaluate the superintendent-intern twice during the length of the internship. These evaluations will be done at the midpoint and the end of the intern process. These written evaluations should be reviewed by the mentor-superintendent and the intern together. A copy of the completed form should be given to the university supervisor to review and then placed in the candidate's file.

The final evaluation should be returned no later than Monday of the week following the last week of the superintendent's internship. Final evaluation should be reviewed with the intern-superintendent. The evaluation will serve as a reference when students apply for administrative positions. Such reports should be thoughtfully completed. It is a most important document for the student's permanent college file.

ALVERNIA UNIVERSITY
MENTOR-SUPERINTENDENT'S MIDTERM EVALUATION

Intern

Superintendent: _____ **Date:** _____

Mentor

Superintendent: _____ **School:** _____ **Grades:** _____

Professional Development

- _____ Contributes constructively in group meetings
- _____ Accepts constructive criticism well
- _____ Gets the facts and makes sound decisions that are well thought out
- _____ Demonstrates the ability to evaluate his/her own work
- _____ Develops a positive relationship with other central office personnel
- _____ Puts the time in on the job that is expected of a person seeking to become a superintendent

School Community Relations

- _____ Keeps informed about the total school operation and is able to communicate intelligently to the community about the schools in a positive manner
- _____ Makes the necessary effort to prepare news releases, and obtain positive publicity relative to the school program
- _____ Attempts to be readily available to the citizens of the community in a friendly and positive manner

Instructional and Administrative Leadership

- _____ Assists in a leadership role with respect to curriculum development
- _____ Assists the administrative team in helping to create the conditions for student success throughout the school district
- _____ Works to create an environment of collegiality among the faculty throughout the school district
- _____ Receptive to the ideas of others
- _____ Cooperatively takes on duties assigned by his/her mentor-superintendent

KEY: 4 = OUTSTANDING 3 = ABOVE AVERAGE 2 = AVERAGE

1 = BELOW AVERAGE 0 = UNSATISFACTORY

STRENGTHS: _____

AREAS FOR PROFESSIONAL GROWTH: _____

ALVERNIA UNIVERSITY
UNIVERSITY SUPERVISOR'S MIDTERM EVALUATION

Intern

Superintendent: _____ **Date:** _____

Mentor

Superintendent: _____ **School:** _____ **Grades:** _____

Professional Development

- _____ Contributes constructively in group meetings
- _____ Accepts constructive criticism well
- _____ Gets the facts and makes sound decisions that are well thought out
- _____ Demonstrates the ability to evaluate his/her own work
- _____ Develops a positive relationship with other central office personnel
- _____ Puts the time in on the job that is expected of a person seeking to become a superintendent

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KEY: 4 = OUTSTANDING 3 = ABOVE AVERAGE 2 = AVERAGE

1 = BELOW AVERAGE 0 = UNSATISFACTORY

STRENGTHS: _____

AREAS FOR PROFESSIONAL GROWTH: _____

ALVERNIA UNIVERSITY
MENTOR SUPERINTENDENT'S FINAL EVALUATION

Intern

Superintendent: _____ **Date:** _____

Mentor

Superintendent: _____ **School:** _____ **Grades:** _____

Professional Development

- _____ Contributes constructively in group meetings
- _____ Accepts constructive criticism well
- _____ Gets the facts and makes sound decisions that are well thought out
- _____ Demonstrates the ability to evaluate his/her own work
- _____ Develops a positive relationship with other central office personnel
- _____ Puts the time in on the job that is expected of a person seeking to become a superintendent

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- _____ Receptive to the ideas of others
- _____ Cooperatively takes on duties assigned by his/her mentor-superintendent

KEY: 4 = OUTSTANDING 3 = ABOVE AVERAGE 2 = AVERAGE

1 = BELOW AVERAGE 0 = UNSATISFACTORY

STRENGTHS: _____

AREAS FOR PROFESSIONAL GROWTH: _____

ALVERNIA UNIVERSITY
UNIVERSITY SUPERVISOR's FINAL EVALUATION

Intern

Superintendent: _____ **Date:** _____

Mentor

Superintendent: _____ **School:** _____ **Grades:** _____

Professional Development

- _____ Contributes constructively in group meetings
- _____ Accepts constructive criticism well
- _____ Gets the facts and makes sound decisions that are well thought out
- _____ Demonstrates the ability to evaluate his/her own work
- _____ Develops a positive relationship with other central office personnel
- _____ Puts the time in on the job that is expected of a person seeking to become a superintendent

School Community Relations

- _____ Keeps informed about the total school operation and is able to communicate intelligently to the community about the schools in a positive manner
- _____ Makes the necessary effort to prepare news releases, and obtain positive publicity relative to the school program
- _____ Attempts to be readily available to the citizens of the community in a friendly and positive manner

Instructional and Administrative Leadership

- _____ Assists in a leadership role with respect to curriculum development
- _____ Assists the administrative team in helping to create the conditions for student success throughout the school district
- _____ Works to create an environment of collegiality among the faculty throughout the school district
- _____ Receptive to the ideas of others
- _____ Cooperatively takes on duties assigned by his/her mentor-superintendent

KEY: 4 = OUTSTANDING 3 = ABOVE AVERAGE 2 = AVERAGE

1 = BELOW AVERAGE 0 = UNSATISFACTORY

STRENGTHS: _____

AREAS FOR PROFESSIONAL GROWTH: _____

ALVERNIA UNIVERSITY
EVALUATION OF SUPERINTENDENT'S INTERN PROGRAM

(Please submit with final evaluation of principal intern.)

Superintendent Intern _____ Date _____

Mentor Superintendent _____ School _____

A NOTE TO THE MENTOR-SUPERINTENDENT: Alvernia University wishes to extend sincere thanks to you for generously sharing of your time and expertise in the development of a new superintendent. Our last request is that you take a few moments to reflect on how well the University supported your work with your intern and to respond to the questions below. This information will be helpful in evaluating program effectiveness and planning future internships. Please circle yes or no.

1. Did you receive the **Superintendent's Intern Handbook** before the internship began?

Yes No
2. Did the **Handbook** adequately explain most procedures and requirements?

Yes No
3. Did you feel the university supervisor(s) worked well to prepare you for the intern-superintendent's arrival? If you circle no, please explain what help you needed.

Yes No
4. Were you offered adequate assistance and consultation by the supervisor during the term of the placement? If you circle no, please explain what we could have done better to help you.

Yes No
5. Would you be willing to supervise another intern in the future? Please explain if you indicate no.

Yes No
6. What did you like most about supervising an Alvernia University intern superintendent?
7. What did you like least about the experience?
8. Please add any additional comments.