

University of South Dakota
Division of Educational Administration
Superintendent/SPED Director/Curriculum Director Internship
Self-Assessment

Intern's Name: _____

School District: _____ Date: _____

Directions: Listed below are the ELLC Standards and Elements for candidates for superintendent certification. Below each Element is a set of statements that describe specific activities within that Element. Based on your internship experience, rate yourself on each of the Elements (by circling the number that best represents your experience).

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| 3 | Substantial Experience: | You were able to experience this element frequently during the internship. |
| 2 | Moderate Experience: | You had an opportunity to work with this element intermittently in the internship. |
| 1 | Limited Experience: | You had one or two occasions to work with this element during the internship. |
| NA | No Experience/ Not Applicable: | There was not an opportunity to work with this element during the internship. |

Evidence: For each Element that you rate you will need to provide evidence for your rating. Evidence will be a brief listing or description of the activities or experiences that support your numerical rating for that Element.

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| Standard 1.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of district vision of learning supported by the school community. | | | | |
| 1.1 Develop a Vision | 3 | 2 | 1 | NA |
| <ul style="list-style-type: none"> • Work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students. • Base development of the vision on relevant knowledge and theories applicable to school level leaders applied to a school district context. • Use data-based research strategies to create a vision that takes into account the diversity of learners in a district. • Use a district's vision to mobilize additional resources to support the vision. | | | | |
| Evidence: | | | | |
| 1.2 Articulate a Vision | 3 | 2 | 1 | NA |
| <ul style="list-style-type: none"> • Articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision. • Use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. • Demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities. | | | | |
| Evidence: | | | | |
| 1.3 Implement a Vision | 3 | 2 | 1 | NA |
| <ul style="list-style-type: none"> • Plan programs to motivate staff, students, and families to achieve a school district's vision. • Design research-based processes to effectively implement a district vision throughout an entire school district and community. | | | | |
| Evidence: | | | | |

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| 1.4 Steward a Vision | 3 | 2 | 1 | NA |
| <ul style="list-style-type: none"> Align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision. Understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals. <p><i>Evidence:</i></p> | | | | |
| 1.5 Promote Community Involvement in the Vision | 3 | 2 | 1 | NA |
| <ul style="list-style-type: none"> Bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision. <p><i>Evidence:</i></p> | | | | |
| Overall Rating for Standard 1.0 | 3 | 2 | 1 | NA |
| <p>Standard 2.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.</p> | | | | |
| 2.1 Promote Positive School Culture | 3 | 2 | 1 | NA |
| <ul style="list-style-type: none"> Sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students. <p><i>Evidence:</i></p> | | | | |
| 2.2 Provide Effective Instructional Program | 3 | 2 | 1 | NA |
| <ul style="list-style-type: none"> Understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method. Use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems. Use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement. Ability to allocate and justify resources to sustain the instructional program. <p><i>Evidence:</i></p> | | | | |
| 2.3 Apply Best Practice to Student Learning | 3 | 2 | 1 | NA |
| <ul style="list-style-type: none"> Ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. Ability to assist school and district personnel in understanding and applying best practices for student learning. Apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Use appropriate research strategies to profile student performance in a district and analyze differences among subgroups. <p><i>Evidence:</i></p> | | | | |

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| 2.4 Design Comprehensive Professional Growth Plans | 3 | 2 | 1 | NA |
| <ul style="list-style-type: none"> • Knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace. • Ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. Interns develop personal professional growth plans that reflect commitment to life-long learning and best practices. | | | | |
| <i>Evidence:</i> | | | | |
| Overall Rating for Standard 2.0 | 3 | 2 | 1 | NA |
| Standard 3.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. | | | | |
| 3.1 Manage the Organization | 3 | 2 | 1 | NA |
| <ul style="list-style-type: none"> • Ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students. • Effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities. • Ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement. • Ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity. Interns demonstrate an understanding of how to apply legal principles to promote educational equity provide a safe, effective, and efficient facilities. • Demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facility. | | | | |
| <i>Evidence:</i> | | | | |
| 3.2 Manage Operations | 3 | 2 | 1 | NA |
| <ul style="list-style-type: none"> • Demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability. • Use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision. • Develop staff communication plans for integrating district's schools and divisions. Interns develop a plan to promote and support community collaboration among district personnel. • Develop a plan to promote and support community collaboration among district personnel. | | | | |
| <i>Evidence:</i> | | | | |
| 3.3 Manage Resources | 3 | 2 | 1 | NA |
| <ul style="list-style-type: none"> • Use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning. Interns creatively seek new resources to facilitate learning. • Creatively seek new resources to facilitate learning. • Apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district. • Apply and assess current technologies for management, business procedures, and scheduling. | | | | |
| <i>Evidence:</i> | | | | |

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| Overall Rating for Standard 3.0 | 3 | 2 | 1 | NA |
| Standard 4.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. | | | | |
| 4.1 Collaborate with Families and Other Community Members | 3 | 2 | 1 | NA |
| <ul style="list-style-type: none"> • Ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning. • Ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive effect on student learning. • Understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships. • Demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals. • Ability to involve community members, groups, and other stakeholders in decision- making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community. • Demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices. • Ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning. Interns demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices. • Develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. | | | | |
| <i>Evidence:</i> | | | | |
| 4.2 Respond to Community Interests and Needs | 3 | 2 | 1 | NA |
| <ul style="list-style-type: none"> • Facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders. • Ability to promote maximum involvement with, and visibility within the community. • Ability to interact effectively with individuals and groups that reflect conflicting perspectives. • Ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement. • Ability to advocate for students with special and exceptional needs. | | | | |
| <i>Evidence:</i> | | | | |
| 4.3 Mobilize Community Resources | 3 | 2 | 1 | NA |
| <ul style="list-style-type: none"> • Understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals. • Use district resources to the community to solve issues of joint concern. • Understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems. | | | | |
| <i>Evidence:</i> | | | | |
| Overall Rating for Standard 4.0 | 3 | 2 | 1 | NA |

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| Standard 5.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. | | | | |
| 5.1 Acts with Integrity | 3 | 2 | 1 | NA |
| <ul style="list-style-type: none"> • Respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. <p><i>Evidence:</i></p> | | | | |
| 5.2 Acts Fairly | 3 | 2 | 1 | NA |
| <ul style="list-style-type: none"> • Demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations to their interactions with others. <p><i>Evidence:</i></p> | | | | |
| 5.3 Acts Ethically | 3 | 2 | 1 | NA |
| <ul style="list-style-type: none"> • Make and explain decisions based upon ethical and legal principles. <p><i>Evidence:</i></p> | | | | |
| Overall Rating for Standard 5.0 | 3 | 2 | 1 | NA |
| Standard 6.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. | | | | |
| 6.1 Understand the Larger Context | 3 | 2 | 1 | NA |
| <ul style="list-style-type: none"> • Ability to use appropriate research methods, theories, and concepts to improve district operations. • Understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. • Understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. • Explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district. • Ability to work with political leaders at the local, state, and national level. Interns can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents. • Can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents. • Espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities. <p><i>Evidence:</i></p> | | | | |
| 6.2 Respond to the Larger Context | 3 | 2 | 1 | NA |
| <ul style="list-style-type: none"> • Ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws. • Understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students. • Ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district. | | | | |

Evidence:

6.3 Influence the Larger Context

3 2 1 NA

- Understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.
- Ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

Evidence:

Overall Rating for Standard 6.0

3 2 1 NA

COMMENTS: