



**College of Human Development Culture & Media
Department of Education Leadership, Management, and Policy**

**Resource Manual
for the
Superintendent Internship Program
(N.J.D.O.E. 150 Hours Requirement)**

SCHOOL ADMINISTRATOR / CHIEF SCHOOL ADMINISTRATOR

ELMP 9000 Administrative Internship 3 Credits

(Available for Fall, Spring and Summer Semesters)

Table of Contents

Internship Overview.....	Page 3
Intern Responsibilities.....	Page 5
Creating the Proposal.....	Page 7
Creating a Portfolio.....	Page 8
Internship Application.....	Page 9
Demographic Data Form.....	Page 13
Intern Log Form.....	Page 14
Skills to be Assessed.....	Page 15
National Education Leadership Preparation Standards (NELP).....	Page 17
New Jersey Department of Education: Superintendent Eligibility (Endorsement Code 0101)	Page 19

INTERNSHIP OVERVIEW

The school administrator endorsement is required for any position that involves services as a district-level administrative position. Such positions shall include superintendent, assistant superintendent, and director. Holders of this endorsement are authorized to provide educational leadership by directing the formulation of district-wide goals, plans, policies, and budgets, by recommending their approval by the district board of education and by directing their district-wide implementation. Holders of this endorsement are authorized to recommend all staff appointments and other personnel actions, such as terminations, suspensions, and compensation, including the appointment of school business administrators, for approval by the district board of education. Holders of this endorsement are authorized to direct district operations and programs, and to supervise and evaluate building administrators and central office staff, including school business administrators. They are also authorized to oversee the administration and supervision of school-level operations, staff and programs.

Prerequisite:

1. Must have five (5) years of successful public or non-public school, or public or nonpublic school district, or a regionally accredited higher educational setting in New Jersey or out-of-state.
2. Hold a New Jersey Standard Principal Certificate.
3. All candidates for certification as School Leader, except as indicated in *N.J.A.C. 6A:9B-12.7*, must hold a master's degree or higher degree from a regionally accredited college/university in educational leadership, or in curriculum and instruction, or in one of the recognized fields of leadership or management, as well as from an NCATE or TEAC approved program.

Overview:

During the required 150 hour, 12-week (12.5 hours per week) field-based practicum at the school/district level site, or an approved alternative site, for aspiring Superintendents who are seeking School Administrator endorsement. Students will develop the practical skills and knowledge necessary to become an informed, dynamic professional at the senior administrator level in a comprehensive school district serving PK-12 children. This practicum experience will be under the supervision of a certified school administrator/district-based administrator. Candidates will participate in a variety of field-based experiences including but not limited to:

- Attending and critiquing local school board meetings and understanding the differences in the development of board agendas/closed session meetings/special meetings,

Revised Summer 2023/JAC

- Participating in the interviewing process of appropriate central office/school personnel and reporting on the services of the central office related to transportation, food services, facilities and building maintenance,
- Governance of the Board of Education,
- District Monitoring within QSAC,
- Political aspects of the school organization,
- Public relations/community communication/effective uses of the media,
- Management of district crisis situations,
- Community support for budgets/programs/capital projects,
- Student/employee health services,
- Recruiting personnel and the management/technology of these records, EEO/Affirmative Action mandates
- Technology management of student records,
- Extra and co-curricular activities,
- Professional development for all staff members,
- Student services, guidance/counseling, as well as Section 504 plans,
- ESL/Bilingual programs,
- Research the current and future use, implications, and ramifications of AI (Artificial Intelligence) and its effect on curriculum, instruction, evaluations, current technology, resources, ethics, etc.
- Programs for the exceptional student (Gifted and children with disabilities)
- PK-12 district curriculum development,
- Gathering of data for teacher evaluation program and topics on tenure/seniority,
- Operation/compliance with all state/federal grant programs.
- **Review the school district’s job description for the positions of Superintendent, Assistant Superintendent, School Business Administrator, Directors of Human Resources, Technology, Facilities/Buildings and Grounds, Special Services, and other Central Office administrative positions as included in the district’s personnel hierarchy**
- **Review the district’s Organization Chart/Chain of Command/Lines of Communication**

Assessment Methods:

1. An SHU Advisor will be assigned to the student applicant at the start of the program.
2. The SHU Advisor will meet with the mentee and his/her district-based mentor prior to the start of the internship to review roles and expectations of the student intern and school-based mentor (Superintendent and/or Assistant Superintendent)
3. At the start of the course the intern will submit to his/her Seton Hall Advisor a detailed action plan for his/her internship activities in addition to the following:
 - a. Interns must complete an “Internship Application”.
 - b. Interns must complete a “Demographic Data” form regarding the school district site for the internship.
 - c. Interns will complete an “Activities Form” showing all activities and complete log form for all activities to total 150 hours.

- 4. The course will culminate with reflective log entries and/or an activity report identifying a problematic situation in the district and developing a plan of action to address the situation. The student will maintain a reflective log that will include personal observations, comments, ideas, etc. and authentic artifacts that will be shared with the course mentor.**
- 5. The district superintendent will provide a letter of verification attesting to the engagement and completion of the 150 hours of internship experience in accordance with the program expectations as delineated within this document. This confirmation should be addressed to SHU Intern Advisor at the completion of the 150 hours at the end of semester in which the intern was registered.**

INTERN RESPONSIBILITIES

The intern is responsible for creating a **Proposal of School Administrator Activities** that specifically details the experiences planned for the internship and aligns with the recommended program experiences as described in this Resource Manual for the Internship Program (See **Creating a Proposal** below.)

The intern is responsible for presenting to the District Mentor and the SHU Advisor, a proposal that specifically details the experiences planned for the internship. The internship requires a minimum of 150 hours within one (1) semester. It is understandable that all of the experiences cannot be identified before the internship begins, however, it is expected that in order to participate in meaningful tasks and gain valuable administrative experiences, the intern should spend a major portion of time on tasks that are related to the everyday experiences of the educational administrator.

The intern is expected to keep a daily log to record administrative experiences and/or insights gained in accomplishing specific tasks. The SHU Advisor will confer with the District Mentor on site, at least two times during the semester or more if needed. Logs are to be submitted at the end of the semester.

The proposal is to be presented to the Institutional Sponsor/Mentor, and the Seton Hall University (SHU) Advisor for input and approval. It is understandable that all of the experiences cannot be identified before the internship begins. However, it is expected that, in order to participate in meaningful tasks and gain valuable administrative experience, the intern should spend a major portion of time on tasks that are related to the everyday experience of the educational administrator. The remaining time should be utilized in such specialized work as, for example, budgeting, public relations, disciplinary tasks, decision-making tasks, committee meetings, scheduling and researching. Interns should propose hands-on experiences that will expand knowledge, enhance ability, and provide insight and growth.

The intern is expected to record administrative experiences and insights gained in accomplishing specific tasks using the **Intern Log Form**. The intern is expected to document, i.e., provide evidence of, the administrative/supervisory experiences described within each log. See **Creating the Portfolio – Logs and Documented Evidence** below.

By the end of the semester, a portfolio of logs and documents will be presented to the SHU Department Supervisor for approval and grading. It is expected the intern reach approximately 150 hours by that time. The final portfolio consisting of a 150-hour administrative/supervisory experience as evidenced by the logs and documents will be evaluated by District Mentor and submitted to the SHU Advisor for approval prior to college exam week. The final grade will be S (Satisfactory) or U (Unsatisfactory).

In order to provide support, clarity and encouragement, the SHU Advisor assigned to you will visit at least two times (2 field visits in total) and confer with the Institutional Sponsor/Mentor as needed. The purpose of these visits will be to orient the Institutional Sponsor/Mentor and interns in their duties and responsibilities as well as making sure requirements are meeting the **NCATE/ISLCC/CAEP Leadership Standards** that guide the intern experience. There are several college level concentrations derived from the college's mission statement that are closely aligned to the internship experience. They are reflective practice, social justice, competency and an appreciation and an experiential connection to diversity. The intern manual is coded appropriately to delineate those relationships as follows: **RP = reflective practice, SJ = social justice, C = competency and D = diversity.**

Creating the Proposal

The intern is responsible for creating a proposal that describes the specific goals/experiences planned for the internship. **It is suggested the proposal be written as an outline or short narrative in collaboration with and/or agreement by the Superintendent/Institutional Mentor.**

The intern should propose experiences that will provide growth. These experiences must be above and beyond the intern's present job requirements. For interns who are in quasi-administrative or administrative positions, this means pursuing tasks that are distinctly separate from current teaching or current administrative responsibilities.

(Example) An elementary teacher who has been given a responsibility to participate on a math curriculum committee as part of his/her regular responsibility should add to the experience by volunteering to be the chair or secretary of the committee. This would take the activity to a higher level.

(Example) The quasi-administrator is responsible for school attendance and pupil transportation as part of his/her required duties and responsibilities. This may not be counted for the internship experience. It must always be over and above current job responsibilities.

The intern is **not allowed** to "double count" hours that are related to coursework. For example, in the School Finance course, if you create a budget, that time may not be counted for the internship, nor can that budget be used as preparing a budget required activity.

Regarding tasks requiring travel, such as attending a Board meeting, visiting an alternate site, interns may not count travel time. However, time may be expanded by working at home, e.g., creating a power point presentation, analyzing achievement data, evaluating various scheduling models, etc.

The proposal is a working document that will be revised over the course of the internship. As situations emerge and circumstances change, interns may add, omit, or modify some of the goals within the proposal. The intern should seek approval and input from his/her mentor as soon as possible and often during the internship. The intern should also seek approval and input from his/her assigned SHU Advisor at the time of the first and successive visits, as needed.

Creating the Portfolio – Logs and Documented Evidence

The intern is required to produce a portfolio containing logs and documentation of the 150-hour experience by the end of the semester. Using a three-ring binder, insert the signed application form and organize the portfolio into sections that are aligned with the categories as outlined in the overview. Since the internship experience is individually based, there is no hourly requirement for each category as long as the intern has pursued some tasks in each one. Based on individual circumstances, the SHU Advisor will advise and assist the intern in determining allocation of time that is appropriate for maximum growth.

The Intern Log Form will be used to record experiences. A single log may be used to reflect a single task or a group of related tasks that occur over time. In this way, one log may reflect an activity that took one hour, while another may reflect a project that took 20 or 30 hours. You may find it helpful to create a template of the log in your computer for writing, revising, and storing purposes.

Seton Hall University
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INTERNSHIP APPLICATION

I. Personal Information

_____		_____		_____
	First Name	Initial		Last Name
_____		_____		_____
	State	Zip		Home Address
_____	_____	_____		_____
Telephone No.		Cell Phone No.		E-Mail Address
_____	_____		_____	
Present Position			Name of School/Institution	
_____	_____	_____		_____
Business Address	State	Zip		Work Phone

Location of Internship Experience:

_____		_____	
Address	State	Zip	Telephone

II. Academic Background

_____	_____	_____	_____
B.A. Degree	Date of Degree	University	State

Major/Minor

M.A. Degree/Major Date of Degree University _____ State

of Post M.A./ Credits Dates of Attendance University _____ Field of Study

Dates of Attendance University _____ Field of Study

III. Certifications

Teacher's Certificate _____ Field _____ Date State

Principal's Certificate _____ _____ _____ Date State

Supervisor's Certificate _____ _____ _____ Date State

Other Certificates _____ Field _____ _____ Date State

IV. Experiences (Teaching/Administrative)

Dates Position _____ Address _____ State Zip

Dates Position _____ Address _____ State Zip

Dates Position _____ Address _____ State Zip

Revised Summer 2023/JAC

V. Proposed Internship Experiences (Check One or More)

I shall be interning under the guidance of an institutional sponsor who is:

	Check	Print Name
Superintendent of Schools	_____	_____
Principal	_____	_____
Supervisor or Department Chairperson	_____	_____
Director or Coordinator of Curriculum	_____	_____
School Business Administrator	_____	_____
Director of Personnel	_____	_____
Other _____	_____	_____
Indicate specific Title		

The level at which I shall be working is: (Check one)

Elementary _____	Middle _____
Junior High _____	High School _____
Higher Ed _____	Other Instit. _____

Signature of Institutional Sponsor _____
Date

Signature of Superintendent of Schools OR _____
Date

Signature of College Administrator OR _____
Date

Signature of Other Institutional Administrator

Date

VI. Dates of Internship

Fall Semester Dates (including year)

Spring Semester Dates (including year)

Signature of Seton Hall University Advisor

Date

Demographic Data
Primary District Site

Intern name: _____

District: _____

District Address: _____

Total School Population: _____

DFG category: _____

Percentage of students receiving free lunch: _____

Percentage of students receiving special education services: _____

Racial/Ethnic break - down:

White: _____

Black: _____

Asian: _____

Hispanic: _____

Other: _____

INTERN LOG FORM

Category and Number: _____ Hours: _____

Generic Skills:

- | | |
|---------------------------------|--------------------------------|
| 1. _____ Problem Analysis | 7. _____ Stress Tolerance |
| 2. _____ Judgement | 8. _____ Written Communication |
| 3. _____ Organizational Ability | 9. _____ Oral Communication |
| 4. _____ Decision Making | 10. _____ Range of Interests |
| 5. _____ Leadership | 11. _____ Motivation |
| 6. _____ Sensitivity | 12. _____ Educational Values |

ACTIVITY SUMMARIZED

Description of Intern Tasks:

Reflection/Insights:

TYPE OF INVOLVEMENT

___ Standard 1 - Visionary

___ Standard 4 - Community

___ Standard 2 - Climate

___ Standard 5 - Ethics

___ Standard 3 - Management

___ Standard 6 - Political/Legal

* Staff Development, Curriculum, Change Processes, Forecasting, Research, Instructional Diagnosis, Computer, System Analysis, Planning, Collective Bargaining, Supervision, Community Relations, Personnel, Budget, etc.

SKILLS TO BE ASSESSED

- 1. Problem Analysis (C)** Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.
- 2. Judgment (RP)** Ability to reach logical conclusions and make high quality decisions based on available information; skills in identifying educational needs and setting priorities; ability to evaluate critically written communications.
- 3. Organizational Ability (C)** Ability to plan, schedule, and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paperwork and heavy demands on one's time.
- 4. Decisiveness (C, RP)** Ability to recognize when a decision is required (disregarding the quality of the decision) and to act quickly.
- 5. Leadership (C, RP, SJ)** Ability to get others involved in solving problems; ability to recognize when a group requires direction, to interact with a group effectively and to guide them to the accomplishment of a task.
- 6. Sensitivity (RP, SJ, D)** Ability to receive the needs, concerns, and personal problems of others; skill in resolving conflicts; tact in dealing with persons from different backgrounds; ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom.
- 7. Stress Tolerance (C)** Ability to perform under pressure and during oppositions; ability to think on one's feet.

Revised Summer 2023/JAC

8. Oral Communication **(C)** Ability to make a clear oral presentation of facts or ideas.
9. Written Communication **(C)** Ability to express ideas clearly in writing; to write appropriately for different audiences – students, teachers, parents, et al.
10. Range of Interest **(C, RP)** Competence to discuss a variety of subjects – educational, political, current events, economic, etc.; desire to actively participate in events.
11. Personal Motivation **(C)** Need to achieve in all activities attempted; evidence that work is important to personal satisfaction.
12. Educational Values **(C, D)** Possession of a well-reasoned educational philosophy; receptiveness to new ideas and changes.

NATIONAL EDUCATOR PREPARATION STANDARDS (NELP)

A. Standard 1:

Mission, Vision, and Improvement: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

B. Standard 2:

Ethics and Professional Norms: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

C. Standard 3:

Equity, Inclusiveness, and Cultural Responsiveness: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

D. Standard 4:

Learning and Instruction: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

E. Standard 5:

Community and External Leadership: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community

F. Standard 6:

Operations and Management: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

G. Standard 7:

Building Professional Capacity: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

H. Standard 8:

Internship: Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

**SCHOOL ADMINISTRATOR CERTIFICATE OF ELIGIBILITY
(ENDORSEMENT CODE: 0101)**

<https://www.state.nj.us/education/license/endorsements/0101CE.pdf>