

Framework and Guidelines for Superintendent Preparation Programs



Inspiring productive, fulfilled, life-long learners

THE FRAMEWORK FOR SUPERINTENDENT PREPARATION PROGRAM GUIDELINES
PENNSYLVANIA DEPARTMENT OF EDUCATION

Framework and Guidelines for Superintendent Preparation Programs

Purpose

Of all the educational research conducted over the last 30 years in the search to improve student achievement in America’s schools, the most conclusive finding has been the imperative to put a highly qualified and effective teacher in every classroom. This single conclusion has rallied action at all levels and significant progress has been achieved across the country. Immediately on the heels of this finding came another, one with a similar logic and reasoned argument, one carrying the same level of imperative: school leaders are also critical to the success of schools and the educational system. The need for “instructional leadership” in addition to effective management practice is essential for student success at both the school and district levels. This Framework and Guidelines for Superintendent Preparation Programs is designed to establish highly effective preparation programs within the Commonwealth of Pennsylvania to meet the increasing need for highly qualified instructional leaders in our schools and educational systems.

Program Standards

There are considerable efforts underway nationally to improve the skills of school leaders and the professional programs that prepare and develop them. Universities, colleges, school districts and non-profit organizations across the nation have developed educational leadership programs. Unfortunately, very few of these have demonstrated a direct effect on increased student achievement. However, it is becoming increasingly clear that there are commonalities in the leadership programs that have correlated program design to higher student outcomes, some promising practices worthy of incorporation into a cohesive set of principles. These practices are presented below along with programmatic guidelines. It is expected that superintendent preparation programs will incorporate these promising practices into their program design.

Best Practice	Evidence
Clearly articulated standards	<ul style="list-style-type: none"> ▪ Provide evidence that the program’s goals and objectives, curriculum, instruction and assessment are explicitly aligned with the PA Core and Corollary Leadership Standards.
Leadership clearly focused on student achievement	<ul style="list-style-type: none"> ▪ See Guidelines for Core and Corollary Standards.
Focus on school improvement and the role of the Superintendent as an agent of school reform	<ul style="list-style-type: none"> ▪ Provide evidence that candidates demonstrate knowledge and abilities to carry out this role.
Formal, operational partnership with one or more school districts	<ul style="list-style-type: none"> ▪ Provide a document signed by both parties defining the parameters of the partnerships with each school district; e.g.: <ul style="list-style-type: none"> ○ Describe how school district partner(s) are involved in the candidate screening process. ○ Identify formal levels of involvement, customized to meet the needs of the PK-12 community. ○ Clearly define expectations/outcomes relative to individual needs of the higher education institution, the school district, and the candidate.

Framework and Guidelines for Superintendent Preparation Programs

Best Practice	Evidence
Extensive field-based work with well-guided internship requirements	<ul style="list-style-type: none"> ▪ Describe how the college or university selected the field-based experiences in collaboration with school district partners. ▪ Describe how the field-based experiences are part of a cohesive program to prepare PA's school and district leaders. ▪ Describe how the quality, appropriateness and relevance of each field experience are assessed. ▪ Describe how mentors are selected for the field experience/internship. ▪ Identify requirements for mentors and supervisors. ▪ Show how project required of candidate has the potential for substantial improvement in teaching and learning in the school district.
Coherently sequenced, comprehensive curriculum	<ul style="list-style-type: none"> ▪ Provide rationale for sequence. ▪ Provide evidence that curriculum addresses the standards.
Uses problem-based learning to connect theory and practice	<ul style="list-style-type: none"> ▪ Provide authentic engagement in problems of practice throughout the program. ▪ Provide examples of authentic assessments that ensure a candidate's competency in applying theory in practice. ▪ Describe the strong linkages between content and methods and how this enables candidates to understand and practice what they are learning.
Blended faculty of academics and practitioners	<ul style="list-style-type: none"> ▪ See Faculty Qualifications guidelines. ▪ Describe how the college/university selects, trains, supports and assesses cooperating administrators and supervisors ▪ Provide evidence of regular review to ensure qualifications are current. ▪ Provide evidence that program is administered effectively
Careful selection of highly qualified, promising participants	<ul style="list-style-type: none"> ▪ Demonstrate that admission criteria includes: <ul style="list-style-type: none"> ○ Recommendations from partner school districts ○ Portfolio ○ Essay of how superintendents shape learning in school districts ○ Problem based learning activity (given at orientation session) ○ Compliance with state requirements (experience) ○ Evidence of leadership potential (other leadership roles) ○ Ability to give an oral presentation ○ Educational philosophy ○ Assessment of candidate potential from outside the education department

Framework and Guidelines for Superintendent Preparation Programs

Best Practice	Evidence
Emphasis on the superintendent's role as an instructional leader	<ul style="list-style-type: none"> ▪ See Guidelines for Core and Corollary Standards.
Includes an internship	<ul style="list-style-type: none"> ▪ Minimum of 360 hours of participation. ▪ Minimum of 180 hours must be completed while the school is in session. ▪ Completion of identified role expectations and competencies.

PA Leadership Standards

Core Standards

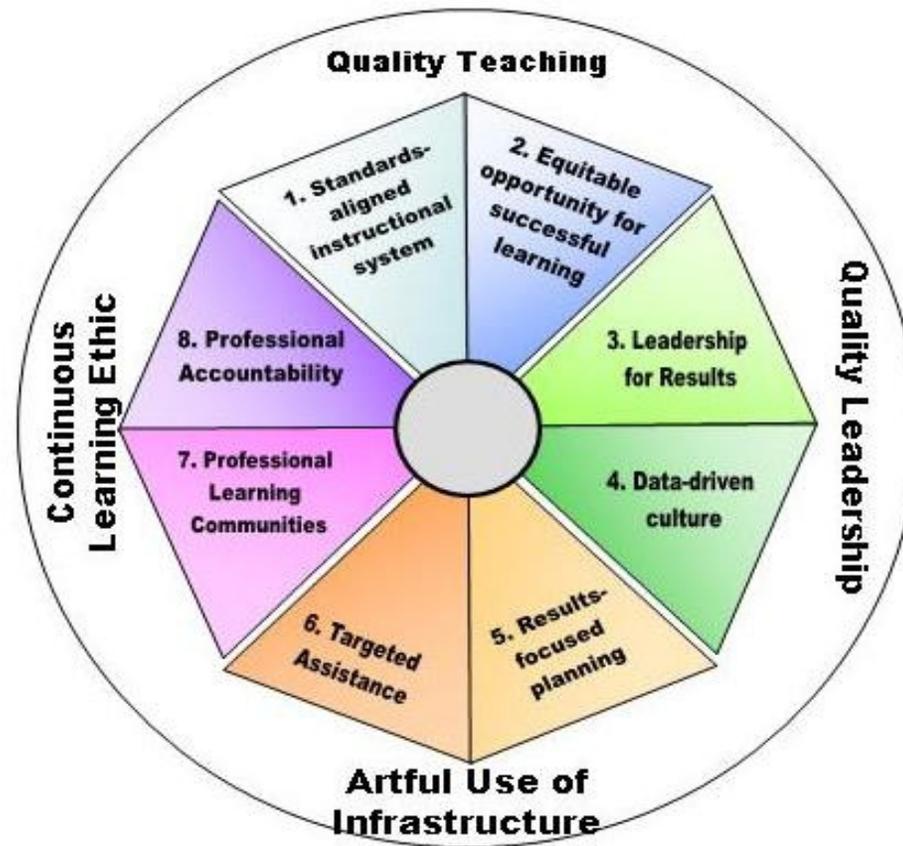
- I. Knowledge and skills to think and plan strategically creating an organizational vision around personalized student success.
- II. An understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader's job as an architect of standards based reform in the school.
- III. The ability to access and use appropriate data to inform decision-making at all levels of the system.

Corollary Standards

- I. Creating a culture of teaching and learning with an emphasis on learning.
- II. Managing resources for effective results.
- III. Collaborating, communicating, engaging and empowering others inside and outside the organization to pursue excellence in learning.
- IV. Operating in a fair and equitable manner with personal and professional integrity.
- V. Advocating for children and public education in the larger political, social, economic, legal and cultural context.
- VI. Supporting professional growth of self and others through practice and inquiry.

Framework and Guidelines for Superintendent Preparation Programs

As demonstrated in the graphic below, the context for the preparation of school and system leaders is an aligned education system for improved student achievement. The PA Leadership Standards focus preparation and continuing professional education on the key elements of that system. Quality leadership and a continuous learning ethic are the pillars that support a successful education system. Approved preparation programs will be designed to help leaders develop the knowledge and understanding required to create and continuously improve standards-aligned instructional systems, equitable learning opportunities, leadership for results, data-driven cultures, results-focused planning, targeted assistance, professional learning communities and professional accountability.



Framework and Guidelines for Superintendent Preparation Programs

Candidate Competencies (Superintendent Preparation Programs)

Candidate assessment includes performance based ongoing projects designed to measure and document knowledge, skills and dispositions. Required assessments should span multiple standards and efficiently document completion of requirements using a portfolio. Rubrics and explicit criteria differentiating levels of performance are required to assess quality of candidate knowledge, skills and disposition. Five common assessment activities are presented below. The Department of Education recommends that the following five (5) performance-based assessment vehicles be used to assess and document candidates' successful attainment of knowledge, skills and competencies found in the core and corollary standards. These five (5) vehicles are cross-referenced in the Evidence/Measure column on the Standards charts presented in the following pages. If alternative assessments are used, their efficacy and relevance must be demonstrated by the institution.

Evidence/Measurement Processes

1. Action-based research project designed to improve student achievement
 - Design of a standards based instructional systems model
 - Design of a performance-based teacher evaluation system
2. Development and implementation of a curriculum project focused on improving student achievement
 - Integrate federal, state and district requirements and policies
 - Include scheduling, budgeting
3. Tools project (application of current tools endorsed by and made available by PDE)
 - Focus on student achievement
 - Use of tools (currently tools provided by PDE)
 - Link to classroom practice
4. Multiple measures of data project focusing on student achievement
 - Integrate other measures beyond the student test data
 - Link to improved or enhanced student achievement
 - Link to school reform
5. Case study focusing on improving student achievement
 - Choose a school district; research all relevant information about the district; identify strengths and weaknesses of school district; then present a 5-year plan to improve the student achievement in that district.
 - Research district strategic plan focusing on ways to increase student achievement.
 - Include a plan for collaborating, communicating, and engaging others inside and outside the organization to improve student achievement.

Framework and Guidelines for Superintendent Preparation Programs

CORE STANDARD ONE: *The leader has knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.*

[Major concepts: Personalized student success, organizational change, leadership, shared vision, strategic thinking and planning]

	Knowledge or Skill	Competence	Performance/ Demonstration	Measurement/ Evidence
A	Understands role and knows how to engage with Boards of Education	Demonstrates how to work with a Board of Education to accomplish a strategic goal or objective	<ul style="list-style-type: none"> • Practical exercise • job-embedded experience • Internship under mentorship of Superintendent • Scenarios & Simulations 	1/2
B	Understands how to lead a school district to a shared vision of student success	Demonstrates how to facilitate the development of a shared vision for personalized student success	<ul style="list-style-type: none"> • Practical exercise • job-embedded experience • Internship under mentorship of Superintendent • Scenarios & Simulations 	1/2/3/4
C	Knows and understands organizational change theories and strategies	Demonstrates how to apply strategic thinking and change strategies to address student achievement challenges at the district level	<ul style="list-style-type: none"> • Practical exercise • job-embedded experience • Internship under mentorship of Superintendent • Scenarios & Simulations 	1/2
D	Knows and understands the difference between strategic, operational, and tactical planning	Demonstrates how to work with a team to create and implement strategic, operational, and tactical plans that demonstrate desired results	<ul style="list-style-type: none"> • Practical exercise • job-embedded experience • Internship under mentorship of Superintendent • Scenarios & Simulations 	2/3/5

Framework and Guidelines for Superintendent Preparation Programs

	Knowledge or Skill	Competence	Performance/ Demonstration	Measurement/ Evidence
E	Understands problem-solving and critical/creative/strategic thinking	Demonstrates how to lead a team through a district-level problem-solving process resulting in a plausible solution	<ul style="list-style-type: none"> • Practical exercise • job-embedded experience • Internship under mentorship of Superintendent • Scenarios & Simulations 	1/2/5
F	Understands and exercises appropriate leadership styles and strategies	Demonstrates how to apply a range of leadership styles appropriate to a variety of contexts	<ul style="list-style-type: none"> • Practical exercise • job-embedded experience • Internship under mentorship of Superintendent • Scenarios & Simulations 	1/5

Framework and Guidelines for Superintendent Preparation Programs

CORE STANDARD TWO: *The leader is grounded in standards-based systems theory and design and is able to transfer knowledge to his/her job as an architect of standards-based reform in the school.*

[Major concepts: Standards-based systems; federal, state, and district laws and guidelines; architect of reform; systems thinking; education reform]

	Knowledge or Skill	Competence	Performance/ Demonstration	Measurement/ Evidence
A	Understands standards-based systems theory and how to implement, support and lead successful standards-based reform across the district	Demonstrates the ability to implement a district-wide standards-based reform initiative.	<ul style="list-style-type: none"> • Internship under mentorship of Superintendent • Scenarios & Simulations 	1/2/3/4/5
B	Understands systems thinking and how to integrate into the decision-making process	Demonstrates how to apply systems thinking in decision-making situations	<ul style="list-style-type: none"> • Practical exercise • job-embedded experience • Internship under mentorship of Superintendent • Scenarios & Simulations 	1/2/3/4/5
C	Understands how to align resources with reform strategies	Demonstrates ability to focus adequate resources on reform efforts	<ul style="list-style-type: none"> • Practical exercises in course • Case studies • job-embedded experience • Internship under mentorship of Superintendent • Scenarios & Simulations 	2/5
D	Understands current Federal, state and district standards and requirements	Demonstrates ability to align reform efforts with Federal, state and district requirements	<ul style="list-style-type: none"> • job-embedded experience • Internship under mentorship of Superintendent • Scenarios & Simulations 	1/2/5

Framework and Guidelines for Superintendent Preparation Programs

CORE STANDARD THREE: *The leader knows how to access and use appropriate data to inform decision-making at all levels of the system.*

[Major concepts: Technology; continuous improvement; problem solving; shared decision making; multiple uses of data]

	Knowledge or Skill	Competence	Performance/ Demonstration	Measurement/ Evidence
A	Understands multiple decision-making processes and knows how and when to use the appropriate process	Demonstrates the ability to lead decision-making processes appropriate to the situation	<ul style="list-style-type: none"> • Practical exercise • job-embedded experience • Internship under mentorship of Superintendent • Scenarios & Simulations 	2/3/5
B	Understands inquiry-based problem solving and how to frame issues and acquire relevant data	Demonstrates how to structure problems for solution and frame issues for resolution	<ul style="list-style-type: none"> • Scenario response • Practical exercises in course • Case studies 	1/2/4/5
C	Understands how to assess/evaluate programs and personnel against goals for continuous improvement efforts	Demonstrates how to use assessment and evaluation information for continuous improvement efforts	<ul style="list-style-type: none"> • Practical exercises in course • Case studies • job-embedded experience • Internship under mentorship of Superintendent • Scenarios & Simulations 	1/2/4/5
D	Understands how to interpret, report and act on data-informed conclusions (e.g., student test data and other data related to student achievement)	Demonstrates how to use data and information to inform decisions	<ul style="list-style-type: none"> • Scenario response • Practical exercises in course 	1/2/3/4

Framework and Guidelines for Superintendent Preparation Programs

COROLLARY STANDARD ONE: *The leader creates a culture of teaching and learning with an emphasis on learning.*

[Major concepts: Research; leadership for creating a learning environment; modeling for learning; organizational behavior and culture]

	Knowledge or Skill	Competence	Performance/ Demonstration	Measurement/ Evidence
A	Knows and understands how to apply research, theory, design, and strategies that result in a district-wide focus on teaching and learning	Demonstrates the ability to apply research-based best practices to solve school reform problems and challenges	<ul style="list-style-type: none"> • Scenario response • Practical exercises in course • Case studies • job-embedded experience • Internship under mentorship of Superintendent • Scenarios & Simulations 	1/2/5
B	Knows how to assess the organizational culture and to engage the school community in improving the culture	Applies best practices to establish and improve the organizational climate across the educational community	<ul style="list-style-type: none"> • Scenario response • Practical exercises in course 	1/2/5
C	Understands how to model the behaviors of “Lead learner & teacher” and encourages others to apply those behaviors	Models the attributes of a continuous learner and the expectation for others	<ul style="list-style-type: none"> • Job-embedded experience • Internship under mentorship of Superintendent 	1/2
D	Understands how to ensure a safe and secure climate for learning throughout the district	Ability to plan and execute plans to ensure the safest and most secure environment across the district	<ul style="list-style-type: none"> • Job-embedded experience • Internship under mentorship of Superintendent 	1/2/5

Framework and Guidelines for Superintendent Preparation Programs

COROLLARY STANDARD TWO: *The leader manages resources for effective results.*

[Major concepts: Resources; personnel practices; policy; fiscal planning and management; technology use]

	Knowledge or Skill	Competence	Performance/ Demonstration	Measurement/ Evidence
A	Knows and understands effective fiscal planning and management	Knows how to develop a budget plan that is aligned to district goals and priorities.	<ul style="list-style-type: none"> • Practical exercises in course • Internship under mentorship of Superintendent • Scenarios & Simulations 	1/2/5
B	Understands how to use technology effectively and efficiently	Exhibits the ability to ensure that technology is appropriately implemented throughout the district	<ul style="list-style-type: none"> • Scenario response • Practical exercises in course 	2/3/5
C	Understands human resources (e.g., personnel – hiring practices, performance appraisal, assignment, dismissal, regulations / laws, policies, procedures	Knows how to manage human resources effectively	<ul style="list-style-type: none"> • job-embedded experience • Internship under mentorship of Superintendent 	1/2/3/5
D	Understands sources of funding and how to acquire resources	Demonstrates how to increase and allocate the available resources	<ul style="list-style-type: none"> • Internship under mentorship of Superintendent 	1/2/5
E	Understands how to assess/evaluate the effectiveness of resource allocation to achieve desired results	Demonstrates how to assess the way resources are utilized and the results produced	<ul style="list-style-type: none"> • Scenario response • Practical exercises in course 	1/2/3/5

Framework and Guidelines for Superintendent Preparation Programs

	Knowledge or Skill	Competence	Performance/ Demonstration	Measurement/ Evidence
F	Understands how legal requirements impact local decisions (e.g., federal and state regulations and labor relations)	Demonstrates knowledge of regulations and policies and how to interpret them accurately and apply them appropriately	<ul style="list-style-type: none"> • Practical exercise • job-embedded experience • Internship under mentorship of Superintendent • Scenarios & Simulations 	2/5
G	Knows and understands how to create, revise and implement policies and procedures	Demonstrates how to provide consistent and effective management practice through written policies and procedures	<ul style="list-style-type: none"> • Scenario response • Practical exercises in course 	1/2/5

Framework and Guidelines for Superintendent Preparation Programs

COROLLARY STANDARD THREE: *The leader collaborates, communicates, engages, and empowers others inside and outside of the organization to pursue excellence in learning.*

[Major concepts: Communication; community engagement and empowerment; leadership development; team building]

	Knowledge or Skill	Competence	Performance/ Demonstration	Measurement/ Evidence
A	Understands how to create a learning culture within a community to pursue high standards for all learners	Demonstrates how to establish and improve the culture of learning throughout the district	<ul style="list-style-type: none"> • Practical exercises in course • Internship under mentorship of Superintendent • Scenarios & Simulations 	1/2/5
B	Knows how to communicate effectively orally and in writing	Demonstrates effective communication abilities	<ul style="list-style-type: none"> • Scenario response • Practical exercises in course 	1/2
C	Understands community engagement and how to establish and maintain positive community relations	Demonstrates how to involve key community, district and school stakeholders in reform efforts	<ul style="list-style-type: none"> • Internship under mentorship of Superintendent • Scenarios & Simulations 	1/2/3/5
D	Understands how to develop and encourage leadership in others	Models appropriate leadership behavior and develops leadership skills in others through mentoring and coaching	<ul style="list-style-type: none"> • Practical exercises in course • Internship under mentorship of Superintendent • Scenarios & Simulations 	2/5
E	Able to assemble & build high performing teams	Demonstrates how to assemble appropriate stakeholders into effective teams for problem solving	<ul style="list-style-type: none"> • Practical exercises in course • Internship under mentorship of Superintendent 	2/3

Framework and Guidelines for Superintendent Preparation Programs

COROLLARY STANDARD FOUR: *The leader operates in a fair and equitable manner with personal and professional integrity.*

[Major concepts: Ethics; conflict resolution; diversity; equity and fairness; sound judgment]

	Knowledge or Skill	Competence	Performance/ Demonstration	Measurement/ Evidence
A	Understands professional and personal ethics and exemplifies a professional code of conduct	Demonstrates impeccable personal and professional ethics at all times	<ul style="list-style-type: none"> • Internship under mentorship of Superintendent 	2/5
B	Understands diverse populations and establishes systems that support equity and fairness for all	Demonstrates how to embrace and utilize diversity to improve performance and learning	<ul style="list-style-type: none"> • Internship under mentorship of Superintendent 	1/2/3/4/5
C	Displays informed and thoughtful Judgment in all decision making	Demonstrates how to use data and information from multiple sources to improve decision making across the district	<ul style="list-style-type: none"> • Practical exercises in course • Internship under mentorship of Superintendent • Scenarios & Simulations 	1/2/5
D	Knows and understands how to employ conflict resolution skills	Demonstrates how to address conflict and resolve differences to achieve effective results	<ul style="list-style-type: none"> • Scenario response • Practical exercises in course 	2/3/5

Framework and Guidelines for Superintendent Preparation Programs

COROLLARY STANDARD FIVE: *The leader advocates for children and public education in the larger political, social, economic, legal, and cultural context.*

[Major concepts: Political skills; law and legal structure; child advocacy]

	Knowledge or Skill	Competence	Performance/ Demonstration	Measurement/ Evidence
A	Understands the political, social, economic, legal and cultural context in which the education system operates	Demonstrates how to identify and interpret external influences and how they impact on local educational decisions	<ul style="list-style-type: none"> • Scenario response • Practical exercises in course • Internship under mentorship of Superintendent 	1/2/4/5
B	Knows how to advocate for all children & learning	Exhibits continuous focus on all children and their individual learning needs	<ul style="list-style-type: none"> • Practical exercises in course • Internship under mentorship of Superintendent 	1/2/5
C	Understands how all district operational and educational decisions affect student learning	Exhibits sound judgment in operational and educational decisions to maximize learning opportunities for all children	<ul style="list-style-type: none"> • Practical exercises in course • Internship under mentorship of Superintendent 	1/2/5
D	Understands how to influence decisions that impact children and their education within the district, community, state, and nation.	Demonstrates how to engage with governmental and political leaders to effectively address the developmental and educational needs of all children.	<ul style="list-style-type: none"> • Scenario response • Practical exercises in course 	1/2/5
E	Knows federal, state, and local laws, regulations, and policies that define parameters for the education, health, and welfare of all children.	Demonstrates knowledge of the law.	<ul style="list-style-type: none"> • Scenario response • Practical exercises in course 	1/2/5

Framework and Guidelines for Superintendent Preparation Programs

COROLLARY STANDARD SIX: *The leader supports professional growth of self and others through practice and inquiry.*

[Major concepts: Professional development; continuous improvement; develop leaders; capacity building]

	Knowledge or Skill	Competence	Performance/ Demonstration	Measurement/ Evidence
A	Understands the research on effective professional development	Demonstrates how to use professional development as a way to increase individual and institutional capability	<ul style="list-style-type: none"> • Practical exercises in course • Internship under mentorship of Superintendent 	1/2/5
B	Understands the need for continuous professional growth of all stakeholders in the education system	Demonstrates how to engage staff and Board members in relevant professional development activities	<ul style="list-style-type: none"> • Practical exercises in course • Internship under mentorship of Superintendent 	1/2/3/5
C	Understands how to develop challenging career opportunities for staff	Demonstrates the ability to develop professional development plans that create challenging opportunities for all staff	<ul style="list-style-type: none"> • Practical exercises in course • Internship under mentorship of Superintendent • Scenarios & Simulations 	2/5
D	Understands how to identify talent and potential talent and leverage for the benefit of the district	Demonstrates the ability to identify and nurture individual strengths and leverage the human resources to benefit the district	<ul style="list-style-type: none"> • job-embedded experience • Internship under mentorship of Superintendent • Scenarios & Simulations 	1/2/5
E	Understands how to align professional development with student learning goals	Demonstrates how to design professional development plans that lead to improved student learning	<ul style="list-style-type: none"> • Practical exercises in course • Internship under mentorship of Superintendent 	1/2/3/4/5

Framework and Guidelines for Superintendent Preparation Programs

Special Education Competencies for School Leaders

Superintendent Preparation Programs should include the following competencies as well as the knowledge, skills, and demonstration in supervising and evaluating these competencies in others.

Over-Representation of Diverse Students in Special Education

Candidates will be able to:

- Identify factors contributing to the over-representation of culturally and linguistically diverse students in programs for individuals with disabilities and implement strategies for reduction of the over-representation.
- Demonstrate an understanding of over-representation of minorities in special education so as to not misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems.
- Demonstrate ability to interact and meet effectively with families.
- Distinguish between the culture of the family and the economic situation of the family and how poverty affects families.
- Identify how the family's culture and values affects how they view disabilities.
- Celebrate heritages and cultures and link directly to learning.
- Incorporate stories and resources from many cultural and ethnic traditions.
- Build on students' strengths when teaching literacy skills to language minority students.
- Directly use best, evidenced-based practices for teaching students from diverse backgrounds.
- Implement processes that successfully prevent inappropriate placement and ensure that the opportunities for educational achievement to minority students equal those offered to the majority group.

Prevention and Early Intervening

Candidates will be able to:

- Connect general education curriculum, compensatory and special education in providing high quality standards-based instruction/intervention that is matched to students' academic, social emotional and behavioral needs.
- Demonstrate high-quality instruction for all students, through scientific research and evidence-based practice to produce high rates of learning for all students.
- Implement universal screening of all students with periodic monitoring of students' progress in the curriculum
- Provide interventions for struggling learners provided at increasing levels of intensity and matched to individual student need.
- Implement an integrated system of assessment and data collection for identification of students struggling to meet academic and behavioral expectations.
- Monitor students' learning rates and levels of performance and use that information in ongoing problem solving and decision making.
- Determine which students need additional help regarding the intensity and likely duration of interventions, based on each student's response to instruction across multiple tiers of intervention.

Framework and Guidelines for Superintendent Preparation Programs

- Participate in school wide approaches to intervention and effective instruction.
- Demonstrate evidenced-based practices for use in both the special and regular education settings in the school.

Effective Instructional Strategies for Students with Disabilities in Inclusive Settings

Candidates will be able to:

- Identify effective instructional strategies to address areas of need.
- Scaffold instruction to maximize instructional access to all students.
- Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate.
- Provide feedback to students at all levels to increase awareness in areas of strength, as well as areas of concern.
- Strategically align standard based curriculum with effective instructional practices.
- Identify and implement instructional adaptations based on evidence-based practices (demonstrated to be effective with students with disabilities) to provide curriculum content in a variety of ways without compromising curriculum intent.
- Analyze performance of all learners and make appropriate modifications.
- Design and implement programs that reflect knowledge, awareness and responsiveness to diverse needs of students with disabilities.
- Use research supported methods for academic and non-academic instruction for students with disabilities.
- Develop and implement universally designed instruction.
- Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech).
- Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination, and delivery for effective instruction required for inclusive settings.

Framework and Guidelines for Superintendent Preparation Programs

Program Delivery

The Department of Education believes that Superintendent Preparation Programs should be comprehensive and delivered through a combination of university classroom and school settings. While some online courses may be a component of the program, programs that are delivered completely online will not be approved.

Curriculum, Instructional Strategies and Interventions

Program review guidelines will require evidence that the courses offered in the Superintendent Preparation Program cover all the required knowledge, skills and dispositions of superintendents. Institutions will be asked to provide course descriptions and syllabi that detail how each standard is addressed.

Table 1: Alignment with Standards

Using the follow table format, demonstrate how each of the standards is substantially addressed through the required coursework and field experiences.

Table 1. Alignment of Courses with Standards

Course Number	Course Title	Core Std I	Core Std II	Core Std III	Cor. Std I	Cor. Std II	Cor. Std. III	Cor. Std. IV	Cor. Std. V	Cor. Std. VI
	1.									
	2.									
	3.									
	4.									
	5.									

Framework and Guidelines for Superintendent Preparation Programs

Faculty Qualifications

Research documents that teaching matters and that teachers are the most important reason why students learn important knowledge and skills; this holds true for leader preparation programs, as well.

- Describe the procedures used to document that faculty are qualified for their assignments, that is they have relevant degrees, certificates and/or leadership experiences, they are current with their content knowledge and pedagogical practices, knowledgeable about relevant instructional materials, can apply appropriate and multiple assessment techniques, are familiar with different intervention strategies that can be employed to help students and are proficient in the use and integration of instructional technology;
- Complete Table 2 to provide faculty information: leadership experience; certifications held; number who are full time; and number who are adjunct.

Table2: Faculty Qualifications and Experiences

Name	Degrees Held & Year Earned	Administrator/ Leadership Experience			Certification Held		Faculty	
		Yes (✓)	# of Years	No	Yes	No	Full Time	Part Time
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								

Framework and Guidelines for Superintendent Preparation Programs

Field Experiences

The field experience is the primary vehicle toward delivering the ideal “job-embedded” learning experience. Because the school lifecycle is experienced over the course of 12 months, describe how the program will require candidates to successfully experience a full year (12 month) field experience of a minimum of 360 hours that is faculty supervised and superintendent mentored.

Table 3: Field Experience

Course Number (from Table 1)	Number of Credits	Relevant Standard(s)	Faculty		Field Experience		
			Names of Faculty/ instructors with Relevant Administrator Experience	Names of Faculty/ instructors without Relevant Administrator Experience	Yes (✓)	Name of Field Experience or Clinical Site	Cooperative

Assessment

Describe how the Superintendent Preparation Program will assess student knowledge, skills and dispositions. How will the program assess the student learning outcomes and provide evidence of each candidate’s readiness to assume the professional role of superintendent. Submit one copy of the assessment instruments and describe (a) how mentors/supervisors are trained to use the instrument(s), and (b) how the program uses findings to help the candidates, and to improve the program itself.

New Superintendent Support

Describe how each successful candidate in your Superintendent Preparation Program will be oriented to the Act 48 of 1999 and Act 45 of 2007 continuing education requirements and enrolled into approved professional development programs that address the nine PA leadership standards defined in Section 1217 of the PA Public School Code (the current PIL standards).