

ELPS 606

ADMINISTRATOR INTERNSHIP IN EDUCATIONAL LEADERSHIP

**INTERNSHIP PORTFOLIO
PROCEDURES AND REQUIREMENTS**

UNIVERSITY OF NORTHERN COLORADO
COLLEGE OF EDUCATION
DIVISION OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

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INTERNSHIP PORTFOLIO

Preface

This document is designed to guide the prospective administrative intern, the University intern supervisor, and the field intern supervisor through the requirements of the internship. The prospective intern is expected to:

1. Read this document in its entirety before proceeding.
2. Follow the "Intern's Portfolio Checklist" on page 9.
3. Contact the parties who will help you with your internship.
4. Know what you must do and take responsibility for your own internship.
5. Suggest improvement in this document.

We hope you have an internship that is a productive learning experience. It is one of the experiences you will find invaluable upon assuming the principalship or another administrative job.

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INTERNSHIP PROCEDURES AND REQUIREMENTS

Introduction

This section answers questions about the general procedures and requirements for an internship in educational leadership. This portfolio is intended to be used as a guide and may be altered by a faculty member if a given situation requires such modification.

What is an internship?

An internship is an opportunity for the intern to supervise and provide leadership to adults and children in an appropriate organizational setting. It is an opportunity to apply and further develop administrative knowledge and skills under the guidance of an educational leadership faculty member and a competent administrator. An internship is more than "shadowing" someone.

Why an internship?

The internship is a learning experience for anyone majoring in educational leadership and policy studies. It is designed to enhance skill development and knowledge application. An internship is required for the Principal and Administrator license in Colorado. The internship must be completed at a level for which the license is sought; i.e., K-12 school settings or central office. An internship may also be completed by students interested in leadership roles in higher education.

What is the content of the internship?

The intern must demonstrate knowledge and skill in six licensure standards: (1) the principal/administrator models and sets high standards to ensure quality learning experiences that lead to success for all students; (2) the principal/administrator leads and supports a school community that is committed to and focused on student learning; (3) the principal/administrator behaves ethically and creates an environment that encourages and develops responsibility, ethics, and citizenship in self and others; (4) the principal/administrator recognizes, appreciates and supports ethnic, cultural, gender, economic and human diversity throughout the school community, while striving to provide fair and equitable treatment and consideration for all; (5) the principal/administrator is a continuous learner who encourages and supports the personal and professional development of self and others; and (6) the principal/administrator organizes and manages human and financial resources to create a safe and effective working and learning environment. Interns are expected to complete at least two performance competencies for each standard (see pages 10-15).

How many internship credit hours do I need?

This question is best answered by consulting your program advisor. Beginning Fall Semester 2002 the Principal License program requires a total of six (6) semester hours, and the Administrator Licensure program requires three (3) semester hours, of ELPS 606. Each semester credit hour requires a minimum of 60 clock hours of work at the field site. For the Principal Licensure, interns are expected to complete their fieldwork in more than one educational setting or level.

Internship credit hours vary from one (1) to nine (9) in a given semester. Discuss the necessary number of credit hours with your advisor. Most students will register for 3 semester hours in each of two semesters to meet expectations for licensure.

Can the internship be waived?

The Educational Leadership program faculty may waive the internship requirement if the student can meet the requirements set forth in the answer to the question, "What is the content of the internship?" The basic criteria for waivers are:

The student must provide evidence, verified by an employer, that he/she had the equivalent of at least 360 clock hours of work supervising and leading adults in the six licensure standard areas (see pages 10-15). The experience must be described and verified in writing by an employer. An employer is construed to mean an immediate supervisor or a person who has direct knowledge of the described experiences. For example, a job description and a signed, satisfactory performance evaluation are appropriate evidence.

How is an internship experience established?

Work with your Educational Leadership program advisor and University Intern Supervisor to determine the content of the internship, a proposed internship site, and field supervisor (site administrator). For licensure, a supervisor must meet certain criteria listed on page 8 of this document. All internships must have approval from the University supervisor prior to the student beginning the internship.

When your University supervisor approves the basic internship content, the internship site, and the field supervisor, make an appointment with him/her. You, the University supervisor (faculty member), and the field supervisor will work out the internship details; i.e., the range of experiences and scope of responsibilities to be provided. The jointly developed plan is the basis for approving the internship portfolio for credit.

How do I register for internship credit?

Your goals and objectives must be submitted to and approved by the University supervisor. Upon approval, obtain permission to enroll from the University supervisor who gives this clearance to the Division Secretary to input a "Release to Enroll" in the course, which allows you to register for the RESTRICTED COURSE, ELPS 606--Internship in Educational Leadership.

NOTE: When ELPS 606 is scheduled as a night/weekend course in the Evening Division schedule, it is possible for you to register by telephone or mail. However, you must obtain permission to enroll from the University supervisor who gives this clearance to the Division Administrative assistant to input a "Release to Enroll" in the course, which allows you to register for the RESTRICTED COURSE, ELPS 606--Internship in Educational Leadership.

Who can serve as your field supervisor?

K-12 field supervisors (site administrators) must meet National Council on Accreditation of Teacher Education standards. The field supervisor must hold a valid principal or administrator license and have a minimum of three (3) year's experience at that level.

Field supervisors in other settings (i.e., higher education) do not need a license, but should have a minimum of three year's experience in the position where the intern is being supervised.

How do I apply for the internship?

DISCUSS THE PROPOSED EXPERIENCE WITH YOUR ADVISOR AND THE UNIVERSITY SUPERVISOR BEFORE YOU BEGIN THE APPLICATION. Complete and submit the materials in the Internship Portfolio, pages 4-20. Make a copy for yourself.

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MATERIALS TO SUBMIT FOR CREDIT

Submit one copy of this checklist as a cover for the appended materials.

You must submit the following items to the University supervisor in a portfolio. If the items are completed satisfactorily, you will receive credit for the internship experience.

- _____ Copy of the University supervisor's visitation report (when applicable)(see page 16).
- _____ Field supervisor's evaluation report of your internship performance. This report certifies that you completed the internship experience (see pages 19-20).
- _____ Your evaluation of the internship experience (see pages 17-18).
- _____ Your internship log. The log should be kept by you in a format which makes sense to you. A log kept on a weekly basis which details the tasks you performed during the week is usually sufficient documentation.
- _____ Your final internship report. The report must address the following items:
 - _____ Internship objectives achieved and what was learned as a result of your involvement. PROVIDE EXAMPLES OF WHY THINGS WENT WELL.
 - _____ Internship objective(s) NOT achieved with a rationale for omission.
 - _____ Internship objective(s) achieved which were not part of your approved plan and what was learned as a result of your participation.
 - _____ Statement of what you would do differently (with rationale) if you repeated the same internship experience.
 - _____ Copies of products or artifacts produced through internship activities organized according to the 6 standards.
 - _____ A narrative evaluation of your field supervisor's internship supervisory performance. The major questions are: Should another intern be placed with this field supervisor? Why or why not?

Name

Date

Internship Site

Field Supervisor's Name

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INTERNSHIP APPLICATION COVER FORM

NAME _____

LEVEL OF INTERNSHIP REQUESTED:

- _____ Elementary
- _____ Middle Level
- _____ Secondary
- _____ Central Office
- _____ Community College
- _____ Higher Education
- _____ Other (specify) _____

FOR DIVISION USE ONLY:

- _____ Disapprove
- _____ Approve for _____ credit hours
during _____, _____
term year

Signature of University Supervisor

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INTERN DATA SHEET

Directions: Please complete all entries given below.

Name: _____ Student Number: _____

Home mailing address:

Street or P.O. Box: _____

City: _____ State: _____ Zip: _____

Home Phone No.: () _____ E-Mail Address: _____

Internship agency name: _____

Site mailing address:

Street or P.O. Box: _____

City: _____ State: _____ Zip: _____

Site Phone No.: () _____

Field Supervisor's Name: _____

Position Title: _____

E-mail Address: _____

Dates of Internship: Start: _____ End: _____

Intern's Administrative Work Schedule:

Days of week: _____

Times each day: _____

Times (other than above) available for conference: _____

Estimated number of clock hours for internship duties: _____

Number of credit hours requested: _____

Semester(s) Registered: _____

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INTERNSHIP SITE MAP

Directions: Please draw a map of how to reach your internship site by auto. Give necessary directions for someone unfamiliar with the site location to reach it without major difficulty. Assume the person is traveling from Greeley.

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FIELD SUPERVISOR CERTIFICATION

An important part of study in Educational Leadership at UNC is the opportunity for students to learn in field-settings with an experienced administrator. We appreciate your willingness to work with an intern. Please respond to the questions below.

1. Name of school and district:

2. Title:

3. What type of license do you hold in Colorado?

4. How many years have you been a principal or administrator?

5. What other administrative experience have you had, if any?

6. What kinds of diverse experiences might you offer this intern to complement his/her previous experiences?

7. In what ways will you provide time to mentor this intern?

_____	_____
Field Supervisor Signature	Date
_____	_____
University Supervisor Signature	Date
_____	_____
Student Signature	Date

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INTERN'S PORTFOLIO CHECKLIST

Directions: Complete this checklist. Submit it (except for the last two items) to the University intern supervisor for the semester you are/will be enrolled in with your application for the internship.

<u>DATE COMPLETED</u>	<u>ITEM</u>
_____	Obtain Internship Portfolio online at http://www.edleadership.org/classes/elps_606.html .
_____	Make a copy of the Internship Portfolio for your own use.
_____	Meet with the University administrative internship supervisor for the semester you are/will be enrolled in the internship to clarify logistics and arrangements.
_____	Meet with proposed field supervisor about proposed internship performance competencies and activities. Explain to the field supervisor his/her duties, and licensure and experience requirements. Obtain appropriate signatures.
_____	Meet with the University administrative internship supervisor and the field supervisor for the semester you are/will be on site to finalize internship competencies and activities.
_____	Complete and submit all pre-internship forms in this document to next semester's University administrative internship supervisor.
_____	Obtain Permission and "Release to Enroll" for internship through Division office.
_____	Complete and submit "Materials to Submit for Credit" form (Page 4), with attached materials, to the University administrative internship supervisor for approval and grade.

Field experiences are designed to address the standards for the licensure of principals and administrators by the Colorado Department of Education and the State Board of Education. Students in ELPS are expected to design field experiences that address each of the Colorado Standards for Principals and Administrators. Students are to address at least two performance competencies within each standard.

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PERFORMANCE COMPETENCIES AND ACTIVITIES

INTERN: _____

FIELD SUPERVISOR: _____

Standard 1. The principal/administrator models and sets high standards to ensure quality learning experiences that lead to success for all students.

Performance Competencies:

Activities to be implemented:

- a. Leads the school community in the adoption of challenging student performance standards and the development of fair and accurate assessment standards.

- b. Uses data to analyze the current state of student learning and serves as catalyst for and manager of needed change.

- c. Expects and coaches effective classroom practices, and supervises and coordinates instructional program of the school so that all children are successful.

- d. Develops a school climate that promotes learning by all children.

- e. Understands and demonstrates the use of technology in instruction.

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PERFORMANCE COMPETENCIES AND ACTIVITIES

INTERN: _____

FIELD SUPERVISOR: _____

Standard 2. The principal/administrator leads and supports a school community that is committed to and focused on learning.

Performance Competencies:

Activities to be implemented:

- a. Leads the development of a team that is committed to student learning.

- b. Ensures that stakeholders are involved in decision making.

- c. Empowers teachers, students, and parents to be leaders in the school community.

- d. Initiates the involvement of business and non-parent communities in student learning experiences.

- e. Leads the process of vision building and vision renewal.

- f. Ensures the day-to-day operations and management of the organization through adherence to policy and sound governance practices.*

*For administrator license only

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PERFORMANCE COMPETENCIES AND ACTIVITIES

INTERN: _____

FIELD SUPERVISOR: _____

Standard 3. The principal/administrator behaves ethically and creates an environment that encourages and develops responsibility, ethics, and citizenship in self and others.

Performance Competencies:

Activities to be implemented:

- a. Examines personal beliefs and articulates educational values which contribute success for all students.

- b. Matches behavior to educational values and convictions.

- c. Treats all members of the school community fairly, equitably, and with integrity.

- d. Promotes moral and ethical responsibility in public schools.

- e. Exercises good judgment and takes responsibility for actions.

- f. Promotes responsible behavior and citizenship consistent with established principles of conduct as well as those in the Colorado and U.S. Constitutions.

- g. Understands the moral and ethical responsibility of public schools.*

*For Administrator License only

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PERFORMANCE COMPETENCIES AND ACTIVITIES

INTERN: _____

FIELD SUPERVISOR: _____

Standard 4. The principal/administrator recognizes, appreciates, and supports ethnic, cultural, gender, economic, and human diversity throughout the school community, while striving to provide fair and equitable treatment and consideration for all.

Performance Competencies:

Activities to be implemented:

- a. Establishes a variety of methods for communicating to ensure input from all stakeholders.

- b. Leads in the development and implementation of curriculum that fosters success for all students regardless of gender, race, or disability.

- c. Encourages the implementation of a curriculum that recognizes contributions made by diverse groups and promotes the infusion of multicultural information into daily instruction.

- d. Promotes respect for ethnic, religious, cultural, economic, physical and intellectual diversity.

- e. Promotes a unified school community by respecting diversity valuing equitable treatment for all.

- f. Helps others recognize the signs and patterns of discrimination and leads in the elimination of discriminatory behavior within a school.

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PERFORMANCE COMPETENCIES AND ACTIVITIES

INTERN: _____

FIELD SUPERVISOR: _____

Standard 5. The principal/administrator is a continuous learner who encourages and supports the personal and professional development of self and others.

Performance Competencies:

Activities to be implemented:

- a. Inquires about, reflects on and acts to improve personal performance, the performance of professional and classified staff, and the overall performance of the school.

- b. Recognizes and provides personal and professional development opportunities for the school community that enhance performance quality and personal satisfaction.

- c. Designs work and work responsibilities so that staff members and parents contribute to overall school improvement and develop a sense of worth and accomplishment.

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PERFORMANCE COMPETENCIES AND ACTIVITIES

INTERN: _____

FIELD SUPERVISOR: _____

Standard 6. The principal/administrator organizes and manages human and financial resources to create a safe and effective working and learning environment.

Performance Competencies:

Activities to be implemented:

- a. Maintains a physically and socially safe environment in the school.

- b. Organizes and coordinates the work of licensed and classified personnel.

- c. Leads effective planning, implementation, review and evaluation processes.

- d. Manages financial resources with efficiency, fairness, and involvement of the school community.

- e. Upholds and applies state laws and district policies while ensuring due process.

- f. Manages personnel practices, including recruitment, selection, and evaluation, with fairness and legally defensible processes.

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UNIVERSITY SUPERVISOR'S SITE VISIT REPORT

Intern: _____ Field Supervisor: _____

Internship Site: _____ Visit Date: _____

1. Progress on objectives:

a. Hindrances to objective accomplishment:

b. Help needed to reach objectives:

2. Objectives changed, if any (from what to what), and approved:

3. Suggestions given and additional experiences needed by intern:

4. Impression of field supervisor's adequacy in providing a good internship experience:

Signature of University Supervisor

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EVALUATION OF INTERNSHIP BY INTERN

Field Supervisor's Name: _____ Internship Site: _____
Duration of Internship: From _____ To _____
Date Date

1. After completing the internship, please rate yourself on the performance standards listed below using the following scale:

- 0 = not experienced during internship
- 1 = need much more work
- 2 = need more work
- 3 = performance was adequate
- 4 = performance was strong

- a. The intern models and sets high standards to ensure quality learning experiences that lead to success for all students. 0 1 2 3 4
- b. The intern leads and supports a school community that is committed to and focused on learning. 0 1 2 3 4
- c. The intern behaves ethically and creates an environment that encourages and develops responsibility, ethics, and citizenship in self and others. 0 1 2 3 4
- d. The intern recognizes, appreciates, and supports ethnic, cultural, gender, economic, and human diversity throughout the school community, while striving to provide fair and equitable treatment and consideration for all. 0 1 2 3 4
- e. The intern is a continuous learner who encourages and supports the personal and professional development of self and others. 0 1 2 3 4
- f. The intern organizes and manages human and financial resources to create a safe and effective working and learning environment. 0 1 2 3 4

2. Please list two or three (or more) strengths of your internship.

3. Please describe two or three (or more) weaknesses of your internship.

4. Please state two or three (or more) ideas to strengthen the internship.

5. In your opinion, are there other administrative and leadership experiences you need before assuming an administrative position? Yes_____ No_____

If yes, briefly describe:

6. Anything else you would like to add?

Signature of Student

Date

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INTERN PERFORMANCE EVALUATION BY FIELD SUPERVISOR

Directions: Please complete this form, discuss the evaluation with the intern, and send it directly to: Intern Supervisor, Educational Leadership and Policy Studies, Room 418 McKee Hall, Campus Box 103, University of Northern Colorado, Greeley, CO 80639. Thank You.

Intern's Name _____

Internship Site _____

Duration of Internship: From _____ To _____
Date Date

1. Did the intern achieve his/her internship performance competencies? Yes _____ No _____

a. If you marked "No," which competencies were not met?

b. In your opinion, these competencies were not met because:

2. If other competencies were achieved which were not on the intern's plan, briefly describe:

3. In your opinion, are there other administrative and leadership experiences this intern should have before assuming an administrative position? Yes ___ No ___

If yes, briefly describe:

4. At the completion of the internship, please rate the intern on the performance standards listed below using the following scale:

- 0 = not experienced during internship
- 1 = need much more work
- 2 = need more work
- 3 = performance was adequate
- 4 = performance was strong

- a. The intern models and sets high standards to ensure quality learning experiences that lead to success for all students. 0 1 2 3 4
- b. The intern leads and supports a school community that is committed to and focused on learning. 0 1 2 3 4
- c. The intern behaves ethically and creates an environment that encourages and develops responsibility, ethics, and citizenship in self and others. 0 1 2 3 4
- d. The intern recognizes, appreciates, and supports ethnic, cultural, gender, economic, and human diversity throughout the school community, while striving to provide fair and equitable treatment and consideration for all. 0 1 2 3 4
- e. The intern is a continuous learner who encourages and supports the personal and professional development of self and others. 0 1 2 3 4
- f. The intern organizes and manages human and financial resources to create a safe and effective working and learning environment. 0 1 2 3 4

5. In your opinion, what is the intern's overall administrative potential (circle one of the following)?

Weak Limited Adequate Strong

Why do you feel this way?

6. In your opinion, what were two or three (or more) strengths of this internship experience?

7. In your opinion, what were two or three (or more) weaknesses of this internship experience?

8. In your opinion, what are two or three (or more) ideas for strengthening the administrative internship?

Signature of Field Supervisor

Date