

ELPS 606

PRINCIPAL 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 principal 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 10.
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 principal position.

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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 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 seven licensure standards. A principal must demonstrate (1) strategic leadership, (2) instructional leadership (3) school culture and equity leadership, (4) human resource leadership, (5) managerial leadership, (6) external development leadership, and (7) leadership of student growth.

Interns are expected to complete at least two performance competencies for each standard (see 11-23 pages).

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 seven licensure

standard areas (see pages 11-23). 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 9 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.

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 4-31. 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 25).
- _____ Intern site diversity statement (see page 7)
- _____ Field supervisor's evaluation report of your internship performance. This report certifies that you completed the internship experience (see pages 29-31).
- _____ Your evaluation of the internship experience (see pages 26-28).
- _____ 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 11 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 SITE DIVERSITY

From the School Report card and/or other school information, please provide the following information regarding the student population at the site(s) of your internship:

Primary Site

____ Percentage of female students

____ Percentage of male students

____ Percentage of students eligible for free or reduced lunch

____ Percentage of Caucasian/White (not Hispanic) students

____ Percentage of African American/Black (not Hispanic) students

____ Percentage of Asian or Pacific Island students

____ Percentage of Hispanic students

____ Percentage of Native American students

Secondary Site

____ Percentage of female students

____ Percentage of male students

____ Percentage of students eligible for free or reduced lunch

____ Percentage of Caucasian/White (not Hispanic) students

____ Percentage of African American/Black (not Hispanic) students

____ Percentage of Asian or Pacific Island students

____ Percentage of Hispanic students

____ Percentage of Native American students

Please list your data source: _____

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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.

DATE COMPLETED

ITEM

- | | |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| _____ | 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 5), 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 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. Students are to address at least two performance competencies within each standard.

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PERFORMANCE COMPETENCIES AND ACTIVITIES

INTERN: _____

FIELD SUPERVISOR: _____

Standard I: Principals demonstrate strategic leadership

Performance Competencies:

Activities to be implemented:

1.1. Vision, Mission and Strategic Goals: Principals develop the vision, mission, values, beliefs and goals of the school, collaboratively determining the processes used to establish these attributes, and facilitate their integration into the life of the school community. Principals engage all stakeholders in building a shared vision of student learning outcomes for the school community that reflects the State of Colorado’s definition of school readiness, and Colorado’s definition of postsecondary and workforce readiness, including student readiness for global citizenship. They ensure that the school’s mission and strategic goals all directly support this vision of student success, in a way that is aligned with district priorities.

1.2. School Improvement Plan: Principals ensure that the unified improvement plan provides the structure for the vision, values, goals, and changes necessary for improved achievement and developmental outcomes for all students, and provides for tracking of progress based on data. Principals ensure that the school improvement plan is an actionable, meaningful plan that includes the implementation of strategies to identify and support student engagement, healthy development, attendance and successful completion of school for all students. The plan should be reviewed frequently and revised to adjust strategies based on progress toward goals. The principal shall ensure that any school improvement plans are aligned with and mutually supportive of each other and existing district plans.

1.3. Leading Change: Principals collaboratively develop a vision and implementation strategies for improvements and changes which result in improved achievement and developmental outcomes for all students. Principals demonstrate the ability to effectively manage organizational change, developing and fostering a collaborative culture that inspires innovation, creativity, and continuous school improvement. They model self-awareness, reflective practice, transparency

and ethical behavior. Principals analyze organizational practices and make changes as necessary based on a review of data. They understand the implications of changes for the school community, and demonstrate flexibility and adaptability. Principals can clearly define and communicate challenges to all stakeholders in their school community and can implement problem-solving strategies to seek positive solutions to school challenges.

1.4. Distributive Leadership: Principals create and utilize processes to distribute leadership and decision making throughout the school. Where appropriate, they involve staff, parent/guardians and students in decisions about school governance, curriculum and instruction. Principals build internal capacity by creating opportunities for staff to demonstrate leadership, by assuming decision-making roles both inside and outside of the school.

PERFORMANCE COMPETENCIES AND ACTIVITIES

INTERN: _____

FIELD SUPERVISOR: _____

2. Standard II: Principals demonstrate instructional leadership

Performance Competencies:

Activities to be implemented:

2.1. Curriculum, Instruction, Learning, and Assessment: Principals enable school-wide conversations about standards for curriculum, instruction, assessment, and data on student learning based on research and best practices, and ensure that the ideas developed are integrated into the school’s curriculum and instructional approaches. Principals demonstrate current knowledge of research in teaching, learning and child development, and ensure that their schools provide a comprehensive education that promotes cognitive, physical, mental, social emotional health and growth. They ensure that an age-appropriate curriculum consistent with the Colorado Academic Standards is taught and monitored through effective formative assessment practices, and the use of summative assessments. They engage staff in developing knowledge about student development, curriculum, instruction, assessment, and analysis and use of data in order to establish and achieve high expectations for students. Principals ensure high expectations for all students, including students identified as gifted, students with disabilities, and students considered “at risk” of school failure.

2.2. Instructional Time: Principals create processes and schedules which maximize instructional, collaborative, and preparation time. They ensure that teachers and other adults working with students have time, structures, opportunities and the expectation of planning, working, reflecting and celebrating together to improve instructional practice.

2.3. Implementing High-Quality Instruction: Principals support teachers through feedback and appropriate professional development in order to ensure that rigorous, relevant, and appropriate instruction and learning experiences,

aligned across P-20, are delivered to and for all students. They demonstrate current knowledge of best practices in PK-20 instruction and assessment, and are able to monitor delivery of high-quality instruction. They encourage and support teachers in utilizing research-based methods to develop and employ multiple instructional approaches; developing personalized learning opportunities for diverse learners; planning lessons that allow students to apply and demonstrate learning connections in creative and meaningful ways; integrating technology and formative assessment practices into instruction to increase student engagement and learning; and using multiple methods of progress monitoring to track student learning and adjust instruction as needed. Principals ensure that the school's structures and daily schedules are supportive these instructional goals. They are good listeners and coaches and are able to give and receive feedback.

2.4. High Expectations for All Students: Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these ambitious student outcomes. Principals make available to the school community, as appropriate, data about student performance. Principals actively engage the school community to interpret and respond to available data on student achievement and other performance indicators. Principals collect and analyze available data regularly to monitor progress and make appropriate adjustments designed to improve performance outcomes. Principals ensure that data are turned into meaningful information that can be used by teachers, students and parents/guardians to identify goals, implement evidence-based strategies, monitor and evaluate the impact of instructional programs, and promote organizational learning.

PERFORMANCE COMPETENCIES AND ACTIVITIES

INTERN: _____

FIELD SUPERVISOR: _____

3. Standard III: Principals Demonstrate School Cultural and Equity Leadership

Performance Competencies:

Activities to be implemented:

3.1. Intentional and Collaborative School Culture: Principals articulate and model a clear vision of the school’s culture, and involve students, families, and staff in creating a climate that supports it. Principals articulate a strong and clear vision for the school’s culture, and foster broad ownership among the school community for that vision. Principals deploy school structures in a manner the supports the culture. They build relationships that create a trusting, collaborative, innovative, respectful and supportive school culture where teachers want to work, students want to learn and all families feel welcomed and empowered to help their students succeed.

3.2. Commitment to the Whole Child: Principals value the cognitive, physical, mental, social, and emotional health and growth of every student. Principals build a school culture that supports comprehensive education that promotes cognitive, physical, mental, social and emotional health and growth of students. They engage school and community-based resources to support students and their families.

3.3. Equity Pedagogy: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and celebratory school culture, and provide direction in meeting the needs of diverse student talents, experiences, and challenges. Principals ensure that all adults in the school have high expectations for all students, and believe that all students can reach those high expectations. They support the use of a variety of teaching styles designed to meet the diverse needs of individual students. Students’

individual backgrounds are valued as a resource, and principals advocate for approaches to instruction and behavioral supports that build on student strengths.

3.4. Efficacy, Empowerment, and a Culture of Continuous Improvement: Principals and their leadership team foster a school culture that encourages continual improvement through innovation, risk-taking, and an honest assessment of outcomes. Principals foster a school culture which supports and celebrates ongoing efforts at improvement through innovation and risk-taking. They facilitate candid discussions with the school community about student achievement and other performance indicators. They recognize the achievements of individuals and the school as a whole while acknowledging areas needing improvement by modeling self-awareness, transparency and ethical behavior.

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PERFORMANCE COMPETENCIES AND ACTIVITIES

INTERN: _____

FIELD SUPERVISOR: _____

4. Standard IV: Principals Demonstrate Human Resource Leadership

Performance Competencies:

Activities to be implemented:

4.1. Professional Development/Learning Communities: Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning, and develops teacher leaders in a manner that is consistent with local structures, contracts, policies, and strategic plans. Principals communicate regularly about the changing context for teaching and learning, and create a collaborative culture and overall structure for on-going learning that fosters teacher learning and develops teacher leaders.

4.2. Recruiting, Hiring, Placing, Mentoring, and Recommendations for Dismissal of Staff: Principals establish and effectively manage processes and systems that ensure a high-quality, high-performing staff, including an overall count and percentage of effective teachers that reflects the school's improvement priorities. Principals include in their professional development plan explicit reference to the ways in which they intend to address the counts and percentages of effective teachers in the building. They recruit, retain and support high quality and effective teachers and staff, and implement a systemic process for comprehensive, effective, and research-based professional development, coaching and mentoring that is differentiated for adults to support student learning. As appropriate, principals create school-wide structures that ensure that teacher candidates and other educator interns provide support for students,

and increase embedded professional learning opportunities for experienced educators in the school. They demonstrate the ability to dismiss staff members who are ineffective or otherwise unsatisfactory after plans for professional improvement and support have proven unsuccessful.

4.3. Teacher and Staff Evaluation: Principals evaluate staff performance using the district's educator evaluation system in order to ensure that teachers and other staff are evaluated in a fair and equitable manner with a focus on improving performance and, thus, student achievement. They implement a systemic process for evaluation of all staff members that leads to the continuous improvement of performance. For teachers, this includes the provision of frequent and timely feedback and supports. Principals recognize and celebrate quality teachers, and provide professional development coaching for teachers needing support in order to improve instruction and student learning outcomes.

PERFORMANCE COMPETENCIES AND ACTIVITIES

INTERN: _____

FIELD SUPERVISOR: _____

5. Standard V: Principals Demonstrate Managerial Leadership

Performance Competencies:

Activities to be implemented:

5.1. School Resources and Budget: Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, achievement, and healthy development for all students. They implement effective operational systems to use time, personnel, technology and resources to support student learning. Within the parameters of the district and economic environment, principals ensure that all school operation systems are managed according to principles of business management, budgeting and accounting practices.

5.2. Conflict Management and Resolution: Principals effectively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students, and staff. They demonstrate awareness of potential problems and areas of conflict within the school, and create processes to resolve areas of conflict which allows diverse interests to be heard and respected. Using a creative problem solving approach, principals resolve conflicts to ensure the best interest of students and the school.

5.3. Systematic Communication: Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders. Principals communicate the school’s distinctive learning environment and student learning results

in an open and transparent manner, in order to attract parent and community support.

5.4. School-wide Expectations for Students and Staff: Principals understand the importance of clear expectations, structures, rules, and procedures for students and staff. They promote cultural competence among teachers, staff and students, and foster respects for individual needs and differences among students, staff and families. Principals design and implement a plan for proactive student discipline that addresses discrimination, harassment and bullying, and safeguards the values of democracy, equity, citizenship, patriotism, and diversity among students, staff and parents/guardians.

5.5. Supporting Policies and Agreements: Principals familiarize themselves with state and federal laws, and district and board policies, including negotiated agreements, and establish processes to ensure they are consistently met.

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PERFORMANCE COMPETENCIES AND ACTIVITIES

INTERN: _____

FIELD SUPERVISOR: _____

6. Standard VI: Principals Demonstrate External Development Leadership

Performance Competencies:

Activities to be implemented:

6.1. Family and Community Involvement and Outreach: Principals design structures and processes which result in family and community engagement, support, and ownership of the school. They create a culture of engagement and communication with families and community to build relationships that support students and families to improve student learning, achievement and healthy development, and school performance. Principals engage parents/guardians in understanding and taking part in activities to improve their student’s learning, and partner with school- and community-based resources to support students and their families. They build and sustain school-community partnerships with businesses and other civil and social organizations to ensure multiple learning opportunities for students.

6.2. Professional Leadership Responsibilities: Principals strive to improve the profession by collaborating with their colleagues, district leadership, and other stakeholders to drive the development and successful implementation of initiatives that better serve students, teachers, and schools at all levels of the education system. They ensure that these initiatives are consistent with federal and state laws, district and board policies, and negotiated agreements where applicable. Principals act as leaders in the field to influence local/district/state or national decisions that have an effect on student learning. They are aware of federal and state laws, and district and board policies including negotiated agreements, and

ensure that the protocols and processes they adopt in their schools are consistent with these requirements. As necessary they advocate for changes that better serve students, teachers and schools. They establish and maintain systems to protect the confidentiality of student records and family communications.

6.3. Advocacy for the School: Principals develop systems and relationships to leverage the district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interests of students and families.

Principals look for ways to leverage and develop district and community resources at their disposal, and to advocate for what they need to meet the needs of their schools. They understand and work collaboratively within the governance structure of the school, including with district leadership and the local school board, where consistent with local district practice, in order to improve governing relationships and develop clarity about each body's roles and responsibilities in educating students.

PERFORMANCE COMPETENCIES AND ACTIVITIES

INTERN: _____

FIELD SUPERVISOR: _____

7. Standard VII: Principals Demonstrate Leadership around Student Growth

Performance Competencies:

Activities to be implemented:

7.1. Student Academic Achievement and Growth: Principals take responsibility for ensuring all students are progressing toward post-secondary and workforce readiness by high school graduation. Principals prepare students for success by ensuring mastery of Colorado Academic Standards, including 21st century skills.

7.2. Student Growth and Development: Principals take responsibility for facilitating the preparation of students with the skills, dispositions, and attitudes necessary for success in post-secondary education, work, and life, including democratic and civic participation.

7.3. Use of Data: Principals use evidence to evaluate the performance and practices of their schools, in order to continually improve attainment of student growth.

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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 behaves ethically and is knowledgeable about how to create an environment that encourages and develops responsibility, ethics, and citizenship, in self and others, and set the direction for a school community committed to and focused on learning 0 1 2 3 4

b. The intern acknowledges, and addresses in planning, the internal and external factors affecting the school and the learning process. 0 1 2 3 4

c. The intern is knowledgeable about the elements of planning; plan implementation; and organizational change, and time management. 0 1 2 3 4

d. The intern is knowledgeable about all requisite Colorado model content standards and knows and is able to demonstrate effective instructional and assessment methodologies and strategies. 0 1 2 3 4

e. The intern is knowledgeable about instruction, especially as related to the Colorado Model Content Standards and closing the achievement gap. 0 1 2 3 4

f. The intern is knowledgeable about the appraisal of instructors, as related to student learning. 0 1 2 3 4

g. The intern is knowledgeable about national, state, and local district personnel policies. 0 1 2 3 4

h. The intern is knowledgeable about the design of a positive learning environment focused on student achievement and characterized by appropriate and acceptable standards of student conduct and effective behavior management strategies. 0 1 2 3 4

i. The intern is knowledgeable about the principles and practices for the fiscal management of schools or school districts. A principal should be an ethical business manager, responsible for the fiscal health of the school and entrepreneurial about locating 0 1 2 3 4

non-state revenue sources to provide enhancements to the instructional process.

j. The intern is knowledgeable about how to assure a safe learning environment in a secure, well-maintained facility.

0 1 2 3 4

k. The intern is knowledgeable about effective communication, decision-making, and interpersonal problem-solving and conflict-resolution strategies.

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 behaves ethically and is knowledgeable about how to create an environment that encourages and develops responsibility, ethics, and citizenship, in self and others, and set the direction for a school community committed to and focused on learning | 0 1 2 3 4 |
| b. The intern acknowledges, and addresses in planning, the internal and external factors affecting the school and the learning process. | 0 1 2 3 4 |
| c. The intern is knowledgeable about the elements of planning; plan implementation; and organizational change, and time management. | 0 1 2 3 4 |
| d. The intern is knowledgeable about all requisite Colorado model content standards and knows and is able to demonstrate effective instructional and assessment methodologies and strategies. | 0 1 2 3 4 |
| e. The intern is knowledgeable about instruction, especially as related to the Colorado Model Content Standards and closing the achievement gap. | 0 1 2 3 4 |
| f. The intern is knowledgeable about the appraisal of instructors, as related to student learning. | 0 1 2 3 4 |
| g. The intern is knowledgeable about national, state, and local district personnel policies. | 0 1 2 3 4 |
| h. The intern is knowledgeable about the design of a positive learning environment focused on student achievement and characterized by appropriate and acceptable standards of student conduct and effective behavior management strategies. | 0 1 2 3 4 |
| i. The intern is knowledgeable about the principles and practices for the fiscal management of schools or school districts. A principal should be an ethical business manager, responsible for the fiscal health of the school and entrepreneurial about locating non-state revenue sources to provide enhancements to the instructional process. | 0 1 2 3 4 |
| j. The intern is knowledgeable about how to assure a safe learning environment in a secure, well-maintained facility. | 0 1 2 3 4 |
| k. The intern is knowledgeable about effective communication, decision-making, and interpersonal problem-solving and conflict-resolution strategies. | 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