

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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## ELPS 606

### 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.

## ELPS 606

### 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 eleven licensure standard. The principal : (1) shall behave ethically and be 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; (2) shall acknowledge, and address in planning, the internal and external factors affecting the school and the learning process; (3) is knowledgeable about the elements of planning; plan implementation; and organizational change, and time management; (4) is knowledgeable about all requisite Colorado model content standards and knows and is able to demonstrate effective instructional and assessment methodologies and strategies; (5) is knowledgeable about instruction, especially as related to the Colorado Model Content Standards and closing the achievement gap; (6) knowledgeable about the appraisal of instructors, as related to student learning; (7) is knowledgeable about national, state, and local district personnel policies; (8) 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; (9) 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; (10) is knowledgeable about how to assure a safe learning environment in a secure, well-maintained facility; (11) shall be knowledgeable about effective communication, decision-making, and interpersonal problem-solving and conflict-resolution strategies. Interns are expected to complete at least two performance competencies for each standard (see pages 11-24).

#### **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 eleven licensure standard areas (see pages 11-24). 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. 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 4-31. 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 APPLICATION COVER FORM

NAME \_\_\_\_\_

LEVEL OF INTERNSHIP REQUESTED:

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

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FOR DIVISION USE ONLY:

- \_\_\_\_\_ Disapprove
- \_\_\_\_\_ Approve for \_\_\_\_\_ credit hours  
during \_\_\_\_\_, \_\_\_\_\_  
term year

\_\_\_\_\_  
Signature of University Supervisor

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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.

<u>DATE COMPLETED</u>	<u>ITEM</u>
_____	Obtain Internship Portfolio online at <a href="http://www.unco.edu/coe/elps/forms.htm">http://www.unco.edu/coe/elps/forms.htm</a>
_____	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 1: Foundations for Leadership**

The principal shall behave ethically and be 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. The principal shall be able to:

**Performance Competencies:**

**Activities to be implemented:**

- 1.1 Endorse the role of the school within the community and in upholding the fundamental principles and perpetuation of our democratic republic.
- 1.2 Sustain and promote the conviction that education is the fundamental right of all students.
- 1.3 Accept personal and professional accountability for the educational processes of the school.
- 1.4 Consistently identify student achievement as the primary objective of the school.
- 1.5 Set high standards for the instruction of all students and for their academic achievement.
- 1.6 Recognize that the state's Model Content Standards represent the level of knowledge, skills, values, and abilities expected of all Colorado students.
- 1.7 Exemplify a personal and professional commitment to ethical conduct and respect for others and their rights.

1.8 Invest in continuing self-education and collaboration with peers and others in the field, to assure that professional expertise is maintained to the highest levels and that there is continuing awareness of the latest information about child development, learning research, and applicable models of instruction.

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**PERFORMANCE COMPETENCIES AND ACTIVITIES**

INTERN: \_\_\_\_\_

FIELD SUPERVISOR: \_\_\_\_\_

**Standard 2: Contextual Understanding**

The principal shall acknowledge, and address in planning, the internal and external factors affecting the school and the learning process. The principal shall be able to:

**Performance Competencies:**

**Activities to be implemented:**

- 2.1 Implement the requirements established for education by federal and state law, state rule and regulation, and local policy.
  
- 2.2 Convey respect for the roles of elected officials and administration.
  
- 2.3 Identify and include in planning the social, economic, and political factors which affect the educational process.
  
- 2.4 Recognize and address the challenges and strengths, including but not limited to those brought by students from a variety of backgrounds, cultures, communities, ethnicities, economic levels, current life situations and conditions, and varying degrees of linguistic skills.

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**PERFORMANCE COMPETENCIES AND ACTIVITIES**

INTERN: \_\_\_\_\_

FIELD SUPERVISOR: \_\_\_\_\_

**Standard 3: Planning and Organization**

The principal is knowledgeable about the elements of planning; plan implementation; and organizational change, and time management. The principal shall be able to:

**Performance Competencies:**

**Activities to be implemented:**

- 3.1 Develop a plan for the school, with stakeholder involvement, which establishes a unifying statement of purpose with regard to meeting required standards for students, and which identifies:
  - 3.1.1 Instructional objectives,
  - 3.1.2 Assignments of responsibility,
  - 3.1.3 Timelines,
  - 3.1.4 Methods of evaluation,
  - 3.1.5 And which provides for the appropriate allocation of resources.
  
- 3.2 Implement, monitor, and assess the progress of the plan, at regular intervals, and provide for modification, as necessary.
  
- 3.3 Establish and adhere to timely, efficient, effective, and ethical administrative practices.

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### PERFORMANCE COMPETENCIES AND ACTIVITIES

INTERN: \_\_\_\_\_

FIELD SUPERVISOR: \_\_\_\_\_

#### **Standard 4: Content Knowledge Instruction**

The principal is knowledgeable about all requisite Colorado model content standards and knows and is able to demonstrate effective instructional and assessment methodologies and strategies. The principal shall be able to:

#### **Performance Competencies:**

#### **Activities to be implemented:**

- 4.1 Assist staff in establishing an effective schedule of instruction and an organized approach to providing students with required knowledge, skills, abilities, and understanding.
  
- 4.2 Supervise and support instruction, and assure that adequate and appropriate educational materials are available for the effective instruction of all students in the school.
  
- 4.3 Provide direction to teachers, with regard to the Colorado Model Content Standards.
  
- 4.4 Provide direction to teachers regarding the appropriate uses of technology in the classroom, including, but not limited to the reinforcement of instructional objectives; use as a resource for information; and in the management of student data. The principal shall:
  - a. Communicate to staff about district technology policies, including matters of confidentiality, as related to the release and use of student records, and about appropriate student use of technology.

- b. Be able to demonstrate a variety of ways to integrate technology as a tool, into data-driven, standards-based individualized instruction, in support of student achievement.
- c. Inform teachers about how to incorporate technology in the tracking of academic progress and in instructional record-keeping.
- d. Utilize technology in managing and communicating information and data to a variety of stakeholders.

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**PERFORMANCE COMPETENCIES AND ACTIVITIES**

INTERN: \_\_\_\_\_

FIELD SUPERVISOR: \_\_\_\_\_

**Standard 5. Individualization of Instruction**

The principal is knowledgeable about instruction, especially as related to the Colorado Model Content Standards and closing the achievement gap. The principal shall be able to:

**Performance Competencies:**

**Activities to be implemented:**

- 5.1 Exhibit vigilance with regard to the school's legal obligations and students' educational rights, including but not limited to, those requirements which affect special needs students.
  
- 5.2 Demonstrate the design and delivery of instruction, as based on individual students needs, so that each student can meet or exceed the standards.
  
- 5.3 Present teachers with a variety of teaching strategies which can assure students the ability to think critically, analyze, structure and solve problems, invent, memorize, and recall.
  
- 5.4 Provide teachers with a wide range of instructional methods and individual education techniques, which match the intellectual, emotional, physical, social levels and learning styles of all students in each classroom including those with physical or medical conditions, or educational disabilities; or those whose medication may have an effect on leaning and behavior; or those who are identified or recognized as gifted.

5.5 Inform teachers about assessments which provide proof of each student's academic progress.

5.6 Maintain adequate and appropriate data regarding each student's academic progress; analyze and evaluate that data; and communicate the results to instructional staff for use in planning for individualized student instruction.

5.7 Identify a variety of strategies and to strongly advocate that teachers consistently provide students with examples of how the concepts, skills, and abilities being learned relate to the world of work and other aspects of everyday life.

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**PERFORMANCE COMPETENCIES AND ACTIVITIES**

INTERN: \_\_\_\_\_

FIELD SUPERVISOR: \_\_\_\_\_

**Standard 6: Management and Evaluation of Instruction**

The principal is knowledgeable about the appraisal of instructors, as related to student learning. The principal shall be able to:

**Performance Competencies:**

**Activities to be implemented:**

6.1 Articulate clear performance objectives.

6.2 Observe and record the quality and effectiveness of classroom teaching and assessment and work with teachers to improve instruction.

6.3 Incorporate the requirements of Colorado law, relative to all the Colorado Model Content Standards and CSAP results, into the design of fair and consistently-applied performance evaluation requirements and procedures.

6.4 Maintain accurate records of formal evaluation observations, relevant student assessment data, and other pertinent information.

6.5 Regularly review teachers' competence, with particular focus on academic program delivery.

6.6 Provide mentoring and staff development in support of the instructional program, and the Colorado Model Content Standards, for all school staff and volunteers.

6.7 If necessary, resolve conflicts among, and refocus staff on, instructional objectives.

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**PERFORMANCE COMPETENCIES AND ACTIVITIES**

INTERN: \_\_\_\_\_

FIELD SUPERVISOR: \_\_\_\_\_

**Standard 7: Supervision of Personnel**

The principal is knowledgeable about national, state, and local district personnel policies. The principal shall be able to:

**Performance Competencies:**

**Activities to be implemented:**

- 7.1 Display and enforce professional standards in all personnel decisions.
- 7.2 Establish personnel recruitment and retention strategies based on the instructional plan for the school.
- 7.3 Implement, inform about, and adhere to ethical and fair hiring and personnel practices.
- 7.4 Provide clear communication of expectations.
- 7.5 Provide constructive performance appraisals, linked to student achievement.
- 7.6 Provide a documented justifiable basis for taking a personnel action.
- 7.7 Counsel out of the profession those whose continued presence in teaching does not serve in the best interest of students.
- 7.8 Provide encouragement to those interested in entering the field of education.

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### PERFORMANCE COMPETENCIES AND ACTIVITIES

INTERN: \_\_\_\_\_

FIELD SUPERVISOR: \_\_\_\_\_

#### **Standard 8: Supervision of Student Conduct**

The principal 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. The principal shall be able to:

#### **Performance Competencies:**

#### **Activities to be implemented:**

- 8.1 Establish, with appropriate stakeholder involvement, a school and classroom code of acceptable conduct indicative of the responsibilities of students and reflective of school law and district policy.
  
- 8.2 Communicate the code and disciplinary procedures to staff, students, and parents and assist teachers in fair, appropriate, and consistent implementation.
  
- 8.3 Implement legal protections for students and appropriate and allowable suspension and expulsion policies and procedures.
  
- 8.4 Identify and develop positive relationships with community support services which can assist students and their families when there is a concern which cannot be addressed with the resource available to the school.

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**PERFORMANCE COMPETENCIES AND ACTIVITIES**

INTERN: \_\_\_\_\_

FIELD SUPERVISOR: \_\_\_\_\_

**Standard 9: Resources**

The principal 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. A principal shall be able to:

**Performance Competencies:**

**Activities to be implemented:**

- 9.1 Manage and maintain a balanced school site budget in accordance with the principles of business management and the standards of good accounting practice.
  
- 9.2 Demonstrate knowledge of school district policies regarding methods of acquiring additional funding, and technical, or other forms of assistance, for specific purposes, in support of student instruction and achievement, and the ability to use a variety of strategies for attracting external fund and resources.

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**PERFORMANCE COMPETENCIES AND ACTIVITIES**

INTERN: \_\_\_\_\_

FIELD SUPERVISOR: \_\_\_\_\_

**Standard 10: School Site Safety and Maintenance**

The principal is knowledgeable about how to assure a safe learning environment in a secure, well-maintained facility. The principal shall be able to:

**Performance Competencies:**

**Activities to be implemented:**

- 10.1 Acknowledge the school's legal responsibilities to students on their way to and from school and with regard to transportation.
- 10.2 Be vigilant about school security and establish measures to evaluate and assure students and staff safety and anticipate potentially dangerous situations.
- 10.3 Implement safety procedures and precautions within the school and on school property.
- 10.4 Maintain a close working relationship with the local law enforcement.
- 10.5 Take a proactive approach to emergency situations and be prepared to provide stress and crisis management and conflict resolution, before, during, and after such situations, as required.
- 10.6 Understand the contribution of an attractive, inviting, and engaging school environment to an effective instructional program and implement supporting policies and actions.
- 10.7 Operate within district policies regarding general building maintenance, repairs, and improvements.

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**PERFORMANCE COMPETENCIES AND ACTIVITIES**

INTERN: \_\_\_\_\_

FIELD SUPERVISOR: \_\_\_\_\_

**Standard 11: Parent and Community Involvement**

The principal shall be knowledgeable about effective communication, decision-making, and interpersonal problem-solving and conflict-resolution strategies. The principal shall be able to:

**Performance Competencies:**

**Activities to be implemented:**

11.1 Speak, write, and communicate successfully in a variety of settings.

11.2 To communicate about school policies, data regarding student achievement expectations, and other pertinent information to parents and other interested members of the school community and general public.

11.3 Develop, maintain and encourage partnerships with, and involvement and volunteer opportunities for parents and the local school community.

11.3.1 The support of student achievement

11.3.2 Accountability

11.3.3 Family literacy

11.3.4 School-site decision-making

11.3.5 Contextual and service learning

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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 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

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?

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Signature of Field Supervisor

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Date