

ELPS 606

ADMINISTRATOR INTERNSHIP IN EDUCATIONAL LEADERSHIP

**INTERNSHIP PORTFOLIO
PROCEDURES AND REQUIREMENTS**

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

PREPARED BY
EDUCATIONAL LEADERSHIP FACULTY
EFFECTIVE DATE: Interns Starting Fall 2019

ELPS 606

INTERNSHIP PORTFOLIO

Preface

This document is designed to guide the prospective administrator intern and the field supervisor through the requirements of the internship. You are expected to:

1. Read this document in its entirety before proceeding.
2. Follow the "Timeline and Checklist of Internship Requirements" on pages 9-10.
3. Contact the central office personnel you will be working with. You should have a primary central office person to oversee your internship but work with several people in order to understand the full scope of district leadership.
4. Know what you must do by reading this document thoroughly and working with your university internship supervisor and take responsibility for your own internship.

An orientation session will be held each semester for on-campus students and off-campus/online students will be provided an orientation on the internship at the beginning of their program. If you have any questions, contact the person supervising interns on campus during the semester in which you are enrolled if you are an on-campus student or the person supervising your cohort's internship for all Extended Campus students.

ELPS 606

INTERNSHIP PROCEDURES AND REQUIREMENTS

Introduction

This section answers questions about the general procedures and requirements for an internship in educational leadership. This packet is intended to be used as a guide.

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 meaning the intern should seek opportunities to engage in meaningful work at the school district level.

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 administrator license in Colorado. The internship must be completed at the central office level for an administrator license.

What is the content of the internship?

You must demonstrate knowledge and skill for each competency in the four Colorado administrator standards (see pages 11-14).

How many internship credit hours do I need?

This question is best answered by consulting your program advisor. 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 and, thus, a total of 180 clock hours must be completed by the end of your administrator license program. For the administrator license, interns are expected to complete their fieldwork in one or more school districts (at the central office level) and in conjunction with school sites throughout the school district.

Internship credit hours vary from one (1) to three (3) in a given semester. Discuss the necessary number of credit hours that you should enroll in for a given semester with your advisor.

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 180 clock hours of work supervising and leading adults in the six licensure standard areas (see pages 11-14). 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; a signed, satisfactory performance evaluation; and a list of activities the student has completed related to each standard.

If you plan to request a waiver, first meet with your program advisor. If you are seeking a degree, you will need to substitute the ELPS 606 hours in your plan of study with another three (3) credit hour class.

How is an internship experience established?

Work with your Educational Leadership and Policy Studies university internship supervisor to determine the content of the internship, a proposed internship site, and field supervisor (central office administrator or superintendent). For licensure, a field supervisor must meet certain criteria listed on page 8 of this document.

You will meet with his/her field supervisor and plan activities to gain experience for each standard. You will submit this plan to the university internship supervisor for approval during the first semester you are enrolled in the internship. Once the plan is approved by the university intern supervisor, you will complete these activities (also called objectives in this document) throughout your time in the Educational Leadership and Policy Studies program.

Who can serve as your field supervisor?

Administrator field supervisors (central office administrators and/or superintendents) must meet national accreditation standards. The field supervisor must hold a valid administrator license and have a minimum of three (3) years of experience at that level.

ELPS 606**MATERIALS TO SUBMIT FOR CREDIT**

You must submit the following items to the university supervisor in a portfolio on a flash drive or CD at the end of your internship. (The flash drive or CD will be retained by the program.) If the items are completed satisfactorily, you will receive credit for the internship experience.

- _____ Intern district diversity statement (see page 6)
- _____ Internship progress reports (one for each semester enrolled in ELPS 606) (see page 15)
- _____ Your evaluation of the internship experience (see pages 16-18).
- _____ Field supervisor's evaluation report of your internship performance. This report certifies that you completed the internship experience (see page 19-22).
- _____ Your internship log.
This log should be updated on a weekly basis and detail the tasks you performed during the week. A suggested template can be found on the ELPS Forms page.
(<https://www.unco.edu/cebs/leadership-policy-development-higher-education-p12-education/educational-leadership-policy-development/current-students/forms.aspx>)
- _____ A reflection of what you accomplished and learned for each standard.
- _____ Your final internship report. The report must address the following items:
- _____ Internship objectives* achieved and what was learned as a result of your Involvement for each standard. Provide examples of why things went well.
- _____ Internship objective(s)* NOT achieved with a rationale for omission for each standard.
- _____ Internship objective(s)* achieved for each standard 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 seven 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?
- _____ Program Completer Survey (at the end of this document)

*Internship objectives are the activities completed to demonstrate experience with standard.

_____	_____
Name	Date
_____	_____
Internship Site	Field Supervisor's Name

ELPS 606

INTERNSHIP SITE DIVERSITY

From the District improvement plan and/or other school information, please provide the following information regarding the student population in the district(s) of your internship:

Primary District

- ____ 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 District (if applicable)

- ____ 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: _____

ELPS 606**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: _____

Primary internship site mailing address:

Street: _____

City: _____ State: _____ Zip: _____

Site Phone No.: () _____

Field supervisor's Name: _____

Position title: _____

E-mail address: _____

ELPS 606**FIELD SUPERVISOR CERTIFICATION**

An important part of study in Educational Leadership and Policy Studies 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 central office/district administrator?

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

Field Supervisor Signature

Date

Timeline and Checklist of Internship Requirements

Note: *Since students follow various timelines for their internships, due dates are not included in the table below. Consult with your university internship supervisor (i.e., your instructor) for the internship regarding due dates for each of these requirements.*

FIRST SEMESTER

Requirement	Due	Date Completed
Communicate with your university supervisor to learn about the internship experience and all requirements.		
Begin keeping a log of your internship activities and hours and collecting relevant artifacts, following the instructions in this document. See template provided on the ELPS Forms webpage.		
Read the entire Internship Portfolio Procedures and Requirements document and maintain a copy for your reference throughout the internship.		
Secure the commitment of a field supervisor (e.g., central office/district leader and/or superintendent) and familiarize that person with the goals of the internship experience. Provide the contact information of your university supervisor so that your field supervisor may pose any questions or seek clarification.		
In collaboration with you field supervisor, make a list of proposed internship activities/objectives for each of the Colorado Administrator Standards.		
Schedule an initial site visit (or phone/video conference call, depending on your location), as per your university supervisor's instructions. The visit/call should include you, your field supervisor, and your university supervisor. Consult with all parties to ensure a mutually convenient time.		
Complete all initial paperwork listed below and submit to your university supervisor:		
Level of Internship (for both primary and secondary site)		
Internship Site Diversity		
Intern Data Sheet (Note: <i>maintain a copy of this document. Should your university supervisor change in subsequent semesters, you will need to provide him/her with the same information</i>).		
Any special directions for getting to the school site (parking, where to check in, etc.).		
Field Supervisor Certification		

INTERVENING SEMESTER(S) (Note: *This applies only to students who are completing the internship over the course of three semesters.*)

Requirement	Due	Date Completed
Schedule and complete your site visit/call for the semester.		

FINAL SEMESTER

Requirement	Due	Date Completed
Schedule and complete final site visit/call.		
Complete and submit to your university supervisor your electronic Internship Portfolio. This includes all items listed on page five of this document.		

**ELPS 606
PERFORMANCE COMPETENCIES AND ACTIVITIES**

INTERN: _____

FIELD SUPERVISOR: _____

Quality Standard I: Administrators demonstrate organizational leadership including responsibility for:

Performance Competencies:

Activities to be implemented:

ELEMENT A: district/program vision, mission, and strategic plan

ELEMENT B: continual and sustainable district/program improvement

ELEMENT C: recruitment, development, supervision, evaluation, and retention of high-quality personnel

ELEMENT D: district and community partnerships

ELEMENT E: communication with internal and external stakeholders

ELEMENT F: fiscal and resource management, as well as resource-development strategies

**ELPS 606
PERFORMANCE COMPETENCIES AND ACTIVITIES**

2. Quality Standard II: Administrators demonstrate inclusive leadership practices and systems that includes responsibility for:

Performance Competencies:

Activities to be implemented:

ELEMENT A: coherent systems of teaching, learning, and leading including curricular and extra-curricular activities

ELEMENT B: positive culture and climate for staff and student success and well-being

ELEMENT C: safe and orderly environments for the protection and welfare of all

ELEMENT D: equitable and inclusive practices to address diverse student populations and needs

ELEMENT E: systems for collaborative and distributed leadership

ELEMENT F: family and community engagement

**ELPS 606
PERFORMANCE COMPETENCIES AND ACTIVITIES**

3. Quality Standard III: Administrators demonstrate instructional leadership that includes responsibility for:

Performance Competencies:

Activities to be implemented:

ELEMENT A: aligned systems of curriculum, instruction, and assessment

ELEMENT B: professional learning for all staff that supports student learning

ELEMENT C: student outcomes for growth, achievement, engagement, and post-secondary and workforce readiness

ELEMENT D: continuous improvement accountability systems (goal setting, data-informed decisions, multi-tiered systems of support, and research-based practices)

**ELPS 606
PERFORMANCE COMPETENCIES AND ACTIVITIES**

4. Quality Standard IV: Administrators demonstrate professionalism that includes responsibility for:

**Performance Competencies:
implemented:**

Activities to be

ELEMENT A: ethical behavior and professional norms

ELEMENT B: professional learning, continuous growth, and ongoing reflection

ELEMENT C: conflict resolution, problem solving, and decision making

ELEMENT D: board-administrator relationships

ELEMENT E: democratic and civic participation and advocacy

ELPS 606

INTERNSHIP PROGRESS REPORT

Intern: _____ Field Supervisor: _____

Internship Site: _____ Date: _____

1. Update on intern's progress:

2. Points/issue discussed:

3. Area(s) of redirection or modifications of activities/objectives:

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

5. Overall impression:

Signature of University Supervisor

ELPS 606

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

Knowledge of the following areas:

- | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| a. Systemic renewal strategies | 0 | 1 | 2 | 3 | 4 |
| b. Multiple models for school and district management | 0 | 1 | 2 | 3 | 4 |
| c. Dynamic political and policy movements in the state | 0 | 1 | 2 | 3 | 4 |
| d. Promising practices in the professional development of educational leaders | 0 | 1 | 2 | 3 | 4 |
| e. Leading research and writing on instructional strategies, student learning, assessment methodology and supervisory techniques | 0 | 1 | 2 | 3 | 4 |
| f. How to capitalize on opportunities presented by diverse stakeholders | 0 | 1 | 2 | 3 | 4 |

Ability to:

- | | | | | | |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| g. Initiate and sustain significant change in the district directed toward predetermined goals, themes and needs | 0 | 1 | 2 | 3 | 4 |
| h. Create a community of learners who focus on student performance | 0 | 1 | 2 | 3 | 4 |
| i. Translate vision into program excellence | 0 | 1 | 2 | 3 | 4 |

- j. Provide value added leadership to create an organization that has shared purpose, direction and energy 0 1 2 3 4
- k. Provide incentives, direction and motivation for development of programs that enhance student performance 0 1 2 3 4
- l. Imagine alternatives based on knowledge of best practices and create those alternatives as a model for others 0 1 2 3 4
- m. Engage a diverse community in sustained efforts for school improvement in the entire district 0 1 2 3 4
- n. Influence and provide a model for the larger system (i.e., the state or the nation) 0 1 2 3 4
- o. Contribute to the development of the profession through mentoring, teaching, writing and other modalities 0 1 2 3 4
- p. Contribute to the education community through service as a mentor, teacher, writer, researcher or other service-oriented activity 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

ELPS 606

INTERN PERFORMANCE EVALUATION BY FIELD SUPERVISOR

Directions: Please complete this form, discuss the evaluation with the intern, and send it directly to the intern supervisor at, Educational Leadership and Policy Studies, Room 418 McKee Hall, Campus Box 103, University of Northern Colorado, Greeley, CO 80639. If you feel comfortable sharing this evaluation directly with the intern, you can also have them upload to their portfolio. Thank you.

Intern's Name _____

Internship District _____

Duration of Internship: From _____ To _____
Date Date

1. Did the intern achieve his/her internship performance standards? Yes_____ No__

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

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

2. If other standards 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

Knowledge of the following areas:

a. Systemic renewal strategies 0 1 2 3 4

b. Multiple models for school and district management 0 1 2 3 4

c. Dynamic political and policy movements in the state 0 1 2 3 4

d. Promising practices in the professional development of educational leaders 0 1 2 3 4

e. Leading research and writing on instructional strategies, student learning, assessment methodology and supervisory techniques 0 1 2 3 4

f. How to capitalize on opportunities presented by diverse stakeholders 0 1 2 3 4

Ability to:

g. Initiate and sustain significant change in the district directed toward predetermined goals, themes and needs 0 1 2 3 4

h. Create a community of learners who focus on student performance 0 1 2 3 4

i. Translate vision into program excellence 0 1 2 3 4

j. Provide value added leadership to create an organization that has shared purpose, direction and energy 0 1 2 3 4

k. Provide incentives, direction and motivation for development of programs that enhance student performance 0 1 2 3 4

l. Imagine alternatives based on knowledge of best practices and create those alternatives as a model for others 0 1 2 3 4

- m. Engage a diverse community in sustained efforts for school improvement in the entire district 0 1 2 3 4
- n. Influence and provide a model for the larger system (i.e., the state or the nation) 0 1 2 3 4
- o. Contribute to the development of the profession through mentoring, teaching, writing and other modalities 0 1 2 3 4
- p. Contribute to the education community through service as a mentor, teacher, writer, researcher or other service-oriented activity 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

Survey of Educational Leadership Program Completers
Educational Leadership and Policy Studies Program
UNIVERSITY OF NORTHERN COLORADO

Please indicate your perception of how well the program supported your learning and/or prepared you to meet the following standards.

ELCC STANDARD

[1] was not present [2] was minimal [3] was acceptable [4] was strong [5] was exceptional

ELCC Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.

1.1 Understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.	[1]	[2]	[3]	[4]	[5]
1.2 Understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.	[1]	[2]	[3]	[4]	[5]
1.3 Understand and can promote continual and sustainable district improvement.	[1]	[2]	[3]	[4]	[5]
1.4 Understand and can evaluate district progress and revise district plans supported by district stakeholders.	[1]	[2]	[3]	[4]	[5]

ELCC Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

2.1 Understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	[1]	[2]	[3]	[4]	[5]
2.2 Understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.	[1]	[2]	[3]	[4]	[5]
2.3 Understand and can develop and supervise the instructional and leadership capacity across the district.	[1]	[2]	[3]	[4]	[5]
2.4 Understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.	[1]	[2]	[3]	[4]	[5]

ELCC Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district’s organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.					
3.1 Understand and can monitor and evaluate district management and operational systems.	[1]	[2]	[3]	[4]	[5]
3.2 Understand and can efficiently use human, fiscal, and technological resources within the district.	[1]	[2]	[3]	[4]	[5]
3.3 Understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district	[1]	[2]	[3]	[4]	[5]
3.4 Understand and can develop district capacity for distributed leadership.	[1]	[2]	[3]	[4]	[5]
3.5 Understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.	[1]	[2]	[3]	[4]	[5]
ELCC Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.					
4.1 Understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment.	[1]	[2]	[3]	[4]	[5]
4.2 Understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district.	[1]	[2]	[3]	[4]	[5]
4.3 Understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.	[1]	[2]	[3]	[4]	[5]
4.4 Understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.	[1]	[2]	[3]	[4]	[5]

ELCC Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.					
5.1 Understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success.	[1]	[2]	[3]	[4]	[5]
5.2 Understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.	[1]	[2]	[3]	[4]	[5]
5.3 Understand and can safeguard the values of democracy, equity, and diversity within the district.	[1]	[2]	[3]	[4]	[5]
5.4 Understand and can evaluate the potential moral and legal consequences of decision making in the district.	[1]	[2]	[3]	[4]	[5]
5.5 Understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.	[1]	[2]	[3]	[4]	[5]
ELCC Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.					
6.1 Understand and can advocate for district students, families, and caregivers.	[1]	[2]	[3]	[4]	[5]
6.2 Understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.	[1]	[2]	[3]	[4]	[5]
6.3 Understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.	[1]	[2]	[3]	[4]	[5]

Please provide narrative feedback to the following questions about the Educational Leadership Program:

Please comment on the content of the courses taken in the Educational Leadership Program.

Please comment on the instructional strategies used in the Educational Leadership Program.

Please provide feedback on the internship component of the Educational Leadership Program.

To what degree do you feel the ELPS program prepared you for assuming a K-12 administrative position?