ELPS 606

PRINCIPAL 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 Summer 2016

**ELPS 606**

**INTERNSHIP PORTFOLIO**

Preface

This document is designed to guide the prospective principal intern and the field intern 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 principal(s) you will be working with.

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.

We hope you have an internship that is a productive learning experience. It is one of the experiences you will find invaluable upon assuming a school leadership 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 document 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 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 in Educational Leadership and Policy Studies and essential for anyone obtaining a principal license. 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 in a P-12 setting.

**What is the content of the internship?**

You 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.

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

**How many internship credit hours do I need?**

This question is best answered by consulting your program advisor and your plan of study. The principal license program requires a total of six (6) semester hours, of ELPS 606. Each semester credit hour requires a minimum of 60 clock hours of work at the field site for a total of 360 clock hours over the course of your principal license program. For the principal license, interns are expected to complete their fieldwork at all levels of P-12 schools.

Internship credit hours vary from one (1) to six (6) in a given semester. Consult your plan of study and advisor to determine the number of credit hours you need in any given semester.

**Can the internship be waived?**

The Educational Leadership and Policy Studies 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; a signed, satisfactory performance evaluation; and a list of activities the student has completed related to at least three competencies for each standard are appropriate evidence to submit for a waiver.

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 two additional three (3) credit hour classes.

**How is an internship experience established?**

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

You will meet with your field supervisor and plan activities to gain experience in at least three competency areas for each of the seven 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 internship supervisor, you will complete these activities (also called objectives in this document) throughout the duration of your Educational Leadership and Policy Studies program.

**How do I register for internship credit?**

Register for the section of internship appropriate for your program. For example, on-campus students will register for on-campus sections of ELPS 606. Off-campus/online students will register for the ELPS 606 offered for their cohort.

**Who can serve as your field supervisor?**

K-12 field supervisors (school site administrators) must meet national accreditation standards. The field supervisor must hold a valid principal license and have a minimum of three (3) years of experience at that level.

**ELPS 606**

**MATERIALS TO SUBMIT**

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

Intern site diversity statement (see page 6)

\_\_\_\_\_\_\_\_ Internship progress reports (one for each semester enrolled in ELPS 606) (see page 24)

Your evaluation of the internship experience (see pages 25-26).

Field supervisor's evaluation report of your internship performance. This report certifies

that you completed the internship experience (see pages 27-29).

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. (<http://www.unco.edu/cebs/elps/forms.htm> )

\_\_\_\_\_\_\_\_ 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?

\_\_\_\_\_\_\_\_ Completed *A Leader’s Journey* self-reflection document. (On ELPS Forms website listed above.)

\_\_\_\_\_\_\_\_\_ Program Completer Survey (at the end of this document)

\*Internship objectives are the activities completed to demonstrate experience with at least three competencies for each standard.

Name Date

Internship Site Field Supervisor's Name

**ELPS 606**

**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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:

LEVEL OF INTERNSHIP EXPERIENCE

Elementary

Middle Level

Secondary

**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 principal or 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 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. |  |  |
| Read the entire Internship Portfolio Procedures and Requirements document and maintain a copy for your reference throughout the internship. |  |  |
| Complete the self-assessment of knowledge and experience in “A Leader’s Journey” in the first blank column of the document. You will revisit this document at the end of the internship to reflect on your growth with respect to each of the listed leadership capacities in the second blank column. |  |  |
| Secure the commitment of a field supervisor (e.g., your principal) and familiarize him/her 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 Principal Standards for at least three competencies per standard. |  |  |
| 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. |  |  |
| 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. |  |  |
| 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: *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*). |  |  |
| Any special directions for getting to the school site (parking, where to check in, etc.). |  |  |
| Field Supervisor Certification |  |  |
| Schedule and complete your first site visit/call. |  |  |

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 the self-assessment in “A Leader’s Journey,” reflecting on your growth in each area since your self-assessment at the start of the internship. Follow your university supervisor’s specific instructions regarding how to complete this activity. |  |  |
| 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:

**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 theschool

improvement plan is an actionable, meaningful plan that

includes the implementation of strategies to identify and

supportstudent engagement, healthy development, attendance

and successfulcompletion of school for all students. The plan

should be reviewedfrequently and revised to adjust strategies

based on progress towardgoals. The principal shall ensure

that any school improvement plansare aligned with and

mutually supportive of each other and existingdistrict 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 manageorganizational change, developing

and fostering a collaborativeculture that inspires innovation,

creativity, and continuous schoolimprovement. 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 andstudents in decisions

about school governance, curriculum andinstruction.

Principals build internal capacity by creatingopportunities

for staff to demonstrate leadership, by assumingdecision

-making roles both inside and outside of the school.

**ELPS 606**

**PERFORMANCE COMPETENCIES AND ACTIVITIES**

**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 currentknowledge

of research in teaching, learning and child development,

and ensure that their schools provide a comprehensive

education thatpromotes cognitive, physical, mental,

social emotional health andgrowth. They ensure that

an age-appropriate curriculum consistentwith the

Colorado Academic Standards is taught and monitored

through effective formative assessment practices, and

the use ofsummative assessments. They engage staff in

developing knowledgeabout student development,

curriculum, instruction, assessment, andanalysis and

use of data in order to establish and achieve high

expectations for students. Principals ensure high

expectations for allstudents, including students

identified as gifted, students withdisabilities, 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 withstudents

have time, structures, opportunities and the expectation

ofplanning, working, reflecting and celebrating

together to improveinstructional 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 demonstratecurrent knowledge of

best practices in PK-20 instruction andassessment,

and are able to monitor delivery of high-quality

instruction. They encourage and support teachers in

utilizingresearch-based methods to develop and

employ multiple instructionalapproaches; developing

personalized learning opportunities fordiverse learners;

planning lessons that allow students to apply and

demonstrate learning connections in creative and

meaningful ways;integrating technology and

formative assessment practices intoinstruction

to increase student engagement and learning; and

usingmultiple methods of progress monitoring to

track student learningand adjust instruction as

needed. Principals ensure that the school’sstructures

and daily schedules are supportive these instructional

goals. They are good listeners and coaches and are

able to give andreceive 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 andrespond to available data

on student achievement and otherperformance

indicators. Principals collect and analyze available

dataregularly to monitor progress and make appropriate

adjustmentsdesigned to improve performance outcomes.

Principals ensure thatdata are turned into meaningful

information that can be used byteachers, students and

parents/guardians to identify goals, implement

evidence-based strategies, monitor and evaluate

the impact of instructional programs, and promote

organizational learning.

2.5. **Instructional Practices: Principals demonstrate**

**a rich knowledge of effective instructional practices, as**

**identified by research on best practices, in order to support**

**and guide teachers in data-based decision making**

**regarding effective practices to maximize student success.**

**ELPS 606**

**PERFORMANCE COMPETENCIES AND ACTIVITIES**

**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 theschool’s culture, and foster broad

ownership among the schoolcommunity for that vision.

Principals deploy school structures in amanner the

supports the culture. They build relationships that

createa trusting, collaborative, innovative, respectful

and supportive schoolculture where teachers want

to work, students want to learn and allfamilies 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 engageschool and community

-based resources to support students and theirfamilies.

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 expectationsfor all

students, and believe that all students can reach

those highexpectations. They support the use of

a variety of teaching stylesdesigned to meet the

diverse needs of individual students. Students’

individual backgrounds are valued as a resource,

and principalsadvocate for approaches to instruction

and behavioral supports thatbuild 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 ongoingefforts 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.

**ELPS 606**

**PERFORMANCE COMPETENCIES AND ACTIVITIES**

**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

contextfor teaching and learning, and create a

collaborative culture andoverall structure for on-going

learningthat fosters teacher learning anddevelops

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 professionaldevelopment plan

explicit reference tothe ways in which they

intend toaddress the counts and percentages of

effective teachers in the building.They recruit,

retain and support high qualityand effective

teachers andstaff, and implement a systemicprocess

for comprehensive, effective,and research-based

professional development, coaching andmentoring

that is differentiated for adults to support student

learning.As appropriate, principals create school-wide

structures that ensurethat teacher candidates and

other educator interns provide supportfor students,

and increase embedded professional learning

opportunities for experienced educators in the

school. Theydemonstrate the ability to dismiss

staff members who are ineffectiveor 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.

**ELPS 606**

**PERFORMANCE COMPETENCIES AND ACTIVITIES**

**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 implementeffective operational

systems to use time, personnel, technology and

resources to support student learning. Within the

parameters of thedistrict and economic environment,

principals ensure that all schooloperation 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 demonstrateawareness of potential

problems and areas of conflict within theschool,

and create processes to resolve areas of conflict

which allowsdiverse interests to be heard and

respected. Using a creative problem solvingapproach,

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**.

Principalscommunicate the school’s distinctive

learning environment andstudent 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 fosterrespects for individual needs

and differences among students, staffand families.

Principals design and implement a plan for proactive

student discipline that addresses discrimination,

harassment andbullying, 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**.

5.6. **Ensuring an Orderly and Supportive Environment:**

**Principals ensure that the school provides an orderly and**

**supportive environment that fosters a climate of safety,**

**respect, and well-being.**

**ELPS 606**

**PERFORMANCE COMPETENCIES AND ACTIVITIES**

**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 negotiatedagreements where applicable.

Principals act as leaders in the field toinfluence

local/district/state or national decisions that have

an effecton student learning. They are aware of

federal and state laws, anddistrict and board

policies including negotiated agreements, and

ensure that the protocols and processes they

adopt in their schoolsare consistent with these

requirements. As necessary they advocatefor

changes that better serve students, teachers

and schools. Theyestablish and maintain

systems to protect the confidentiality ofstudent

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 anddevelop

district and community resources at their disposal,

and toadvocate for what they need to meet the

needs of their schools. Theyunderstand and work

collaboratively within the governance structureof

the school, including with district leadership and

the local schoolboard, where consistent with local

district practice, in order toimprove governing

relationships and develop clarity about eachbody’s

roles and responsibilities in educating students.

**ELPS 606**

**PERFORMANCE COMPETENCIES AND ACTIVITIES**

**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 ensuringmastery of

Colorado Academic Standards, including 21st

centuryskills.

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**.

**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

a. The intern behaves ethically and is knowledgeable about how

to create an environment that encourages and develops responsibility, 0 1 2 3 4

ethics, and citizenship, in self and others, and set the direction for a

school community committed to and focused on learning

b. The intern acknowledges, and addresses in planning, the internal 0 1 2 3 4

and external factors affecting the school and the learning process.

c. The intern is knowledgeable about the elements of planning;

plan implementation; and organizational change, and time 0 1 2 3 4

management.

d. The intern is knowledgeable about all requisite Colorado

model content standards and knows and is able to demonstrate 0 1 2 3 4

effective instructional and assessment methodologies and strategies.

e. The intern is knowledgeable about instruction, especially as

related to the Colorado Model Content Standards and closing the 0 1 2 3 4

achievement gap.

f. The intern is knowledgeable about the appraisal of instructors, 0 1 2 3 4

as related to student learning.

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

district personnel policies.

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 0 1 2 3 4

conduct and effective behavior management strategies.

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 0 1 2 3 4

the fiscal health of the school and entrepreneurial about locating

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

**ELPS 606**

**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. 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 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, 0 1 2 3 4

ethics, and citizenship, in self and others, and set the direction for a

school community committed to and focused on learning

b. The intern acknowledges, and addresses in planning, the internal 0 1 2 3 4

and external factors affecting the school and the learning process.

c. The intern is knowledgeable about the elements of planning; 0 1 2 3 4

plan implementation; and organizational change, and time

management.

d. The intern is knowledgeable about all requisite Colorado

model content standards and knows and is able to demonstrate 0 1 2 3 4

effective instructional and assessment methodologies and strategies.

e. The intern is knowledgeable about instruction, especially as

related to the Colorado Model Content Standards and closing the 0 1 2 3 4

achievement gap.

f. The intern is knowledgeable about the appraisal of instructors, 0 1 2 3 4

as related to student learning.

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

district personnel policies.

h. The intern is knowledgeable about the design of a positive

learning environment focused on student achievement and 0 1 2 3 4

characterized by appropriate and acceptable standards of student

conduct and effective behavior management strategies.

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 0 1 2 3 4

the fiscal health of the school and entrepreneurial about locating

non-state revenue sources to provide enhancements to the

instructional process.

j. The intern is knowledgeable about how to assure a safe learning 0 1 2 3 4

environment in a secure, well-maintained facility.

k. The intern is knowledgeable about effective communication,

decision-making, and interpersonal problem-solving and 0 1 2 3 4

conflict-resolution strategies.

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

Please complete the following survey and turn in with your other portfolio materials. We appreciate your feedback to constantly improve our program.

| **Survey of Educational Leadership Program Completers**  **Educational Leadership and Policy Studies Program**  **UNIVERSITY OF NORTHERN COLORADO**  Please indicate your opinion 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 building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.** | |
| 1.1 Understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |
| 1.2 Understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |
| 1.3 Understand and can promote continual and sustainable school improvement. | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |
| 1.4 Understand and can evaluate school progress and revise school plans supported by school stakeholders. | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |
| **ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive,**  **rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.** | |
| 2.1 Understand and can sustain a school 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 school program. | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |
| 2.3 Understand and can develop and supervise the instructional and leadership capacity of school staff. | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |
| **ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.** | |
| 3.1 Understand and can monitor and evaluate school management and operational systems. | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |
| 3.2 Understand and can efficiently use human, fiscal, and technological resources to manage school operations. | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |
| 3.3 Understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |
| 3.4 Understand and can develop school capacity for distributed leadership. | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |
| 3.5 Understand and can ensure teacher and organizational teacher and organizational time focuses on supporting high-quality school instruction and student learning. | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |
| **ELCC Standard 4.0: A building-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 on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school 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 school’s educational environment. | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |
| 4.2 Understand and can mobilize community resources by promoting  an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |
| 4.3 Understand and can respond to community interests and needs by building and sustaining positive school 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 school relationships with community partners. | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |
| **ELCC Standard 5.0: A building-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 school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.** | |
| 5.1 Understand and can act with integrity and fairness to ensure a school 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 school. | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |
| 5.3 Understand and can safeguard the values of democracy, equity, and diversity within the school. | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |
| 5.4 Understand and can evaluate the potential moral and legal consequences of decision making in the school. | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |
| 5.5 understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling. | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |
| **ELCC Standard 6.0: A building-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 through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.** | |
| 6.1Understand and can advocate for school 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 school environment. | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |
| 6.3 Understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |
| **ELCC Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.** | |
| 7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other *Educational Leadership Building-Level Program Standards* through authentic, school-based leadership experiences. | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |
| 7.2: Sustained Internship Experience: Candidates are provided at least six-months of concentrated internship that includes field experiences within a school-based environment. | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |
| 7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution. | [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] |

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

1. Please comment on the content of the courses taken in the Educational Leadership Program.
2. Please comment on the instructional strategies used in the Educational Leadership Program.
3. Please provide feedback on the internship component of the Educational Leadership Program.
4. To what degree to you feel the ELPS program prepared you for assuming a K-12 administrative position