A LEADER'S JOURNEY

This journal is designed to support the progress of interns in developing skills and knowledge related to the practices of effective principals. It is organized by the Colorado Principal Quality Standards and Elements plus two Educational Leadership and Policy Studies (ELPS) Program Standards. The standards and elements are based on the Professional Standards for Educational Leaders developed by the National Policy Board for Educational Administration (formerly known as the ISLCC Standards) so if the intern is an international student or student in another state these standards will align with other professional standards for school leaders.

The document is called "A Leader's Journey" in recognition that we are all life-long learners and that we have never fully arrived. It is designed to provide opportunities for self-assessment to support the development of internship plans and activities. The value of the journal is to reflect on growth throughout the ELPS program and the internship. At the end of the program, the journal will provide a road map for further development of leadership skills.

The following is designed to be a self-reflective tool to help the intern identify areas of strength and growth related to the internship. Interns will complete the first empty column at the beginning of the internship, reflecting on what they already know and have experienced. Interns will then complete the second empty column at the end of the internship, reflecting on what they have done in the internship and what areas they would like more knowledge/skills. Interns are directed to rate themselves in each of the following categories using the following scale:

0 = Nonuse: You have little to no knowledge, no involvement, and doing nothing related to this area
1 = Orientation: You have acquired or are acquiring information but have no experience
2 = Preparation: You are preparing for first use of the leadership concept
3 = Mechanical Use: You are focused on short term use of the leadership concept and you are still focused on mastery
4 = Routine: You are no longer making changes related to this leadership concept and require little preparation or thought beforehand
5 = Refinement: You are using the leadership concept to increase the positive impact on others within your sphere of influence
6 = Integration: You try to use innovation with the leadership concept to support colleagues and benefit all stakeholders
7 = Renewal: You reevaluate your use of the leadership concept and seek ways to improve practice, keep up with modifications to the practice, and establish new goals for yourself in this area.

In addition, interns are encouraged to complete the personal narrative section for each standard.

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COLORADO PRINCIPAL QUALITY STANDARDS		
Criterion	**Self-Rating**	
QUALITY STANDARD I Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.	**Beginning of the program**	**End of the program**
ELEMENT A: Principals collaboratively develop the vision, mission, and strategic plan, based on a cycle of continuous improvement of student outcomes, and facilitate their integration into the school community.		
ELEMENT B: Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes.		
ELEMENT C: Principals establish and effectively manage systems that ensure high-quality staff.		
ELEMENT D: Principals establish systems and partnerships for managing all available school resources to facilitate improved student outcomes.		
ELEMENT E: Principals facilitate the design and use of a variety of communication strategies with all stakeholders.		
Personal narrative related to Standard I: What specific experiences have you had that inform your self-rating.		
Beginning of the program: **End of the program:**		

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Criterion	Self-Rating	
QUALITY STANDARD II Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.	**Beginning of the program**	**End of the program**
ELEMENT A: Principals create a professional school environment and foster relationships that promote staff and student success and well-being.		
ELEMENT B: Principals ensure that the school provides an orderly and supportive environment that fosters a sense of safety and well-being.		
ELEMENT C: Principals commit to an inclusive and positive school environment that meets the needs of all students and promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.		
ELEMENT D: Principals create and utilize systems to share leadership and support collaborative efforts throughout the school.		
ELEMENT E: Principals design and/or utilize structures and processes which result in family and community engagement and support.		
Personal narrative related to Standard II: What specific experiences have you had that inform your self-rating.		

Beginning of the program:

End of the program:

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Criterion	Self-Rating	
QUALITY STANDARD III Principals demonstrate instructional leadership by aligning curriculum, instruction and assessment, supporting professional learning, conducting observations, providing actionable feedback, and holding staff accountable for student outcomes.	**Beginning of the program**	**End of the program**
ELEMENT A: Principals establish, align, and ensure implementation of a district/BOCES plan of instruction, instructional practice, assessments, and use of student data that result in academic growth and achievement for all students.		
ELEMENT B: Principals foster a collaborative culture of job-embedded professional learning**.**		
ELEMENT C: Principals demonstrate knowledge of effective instructional practice and provide feedback to promote continuous improvement of teaching and learning.		
ELEMENT D: Principals hold all staff accountable for setting and achieving measurable student outcomes.		
Personal narrative related to Standard III: What specific experiences have you had that inform your self-rating.		

Beginning of the program:

End of the program:

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Criterion	Self-Rating	
QUALITY STANDARD IV Principals demonstrate professionalism through ethical conduct, reflection, and external leadership.	**Beginning of the program**	**End of the program**
ELEMENT A: Principals demonstrate high standards for professional conduct.		
ELEMENT B: Principals link professional growth to their professional goals.		
ELEMENT C: Principals build and sustain productive partnerships with key community stakeholders, including public and private sectors, to promote school improvement, student learning, and student well-being.		
Personal narrative related to Standard IV: What specific experiences have you had that inform your self-rating.		
Beginning of the program: **End of the program:**		

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ELPS PROGRAM STANDARDS		
Criterion	**Self-Rating**	
	Beginning of the program	**End of the program**
1. Principals Demonstrate a Personal and Professional Commitment to Social Justice Leadership		
Personal narrative focusing on experience and area(s) of growth at the beginning of the program related to social justice leadership:	Personal narrative focusing on experience and area(s) of growth at the end of the program related to social justice leadership:	
Criterion	**Self-Rating**	
	Beginning of the program	**End of the program**
2. Principals Demonstrate Clear Ethical Standards to Guide All Professional Actions		
Personal narrative focusing on experience and area(s) of growth at the beginning of the program related to ethical leadership:	Personal narrative focusing on experience and area(s) of growth at the end of the program related to ethical leadership:	