

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 Fall 2019

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 under the mentorship of a licensed principal.

What is the content of the internship?

Interns must demonstrate knowledge and skill in four licensure standards: A principal must demonstrate (1) organizational leadership, (2) inclusive leadership (3) instructional leadership, and (4) professionalism.

Interns are expected to complete at least three performance competencies for each standard (see pages 11-14).

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. (Interdisciplinary MA/Ed.S. students completing a principal and special education director license will enroll in three credits of ELPS 606 and three credits of EDSE 697 Externship to fulfill the six-credit requirement of fieldwork.) 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 four 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 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 four standards. 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 as listed on their plans of study.

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 15)
- _____ Your evaluation of the internship experience (see pages 16-17).
- _____ Field supervisor's evaluation report of your internship performance. This report certifies that you completed the internship experience (see pages 18-20).
- _____ 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?
 - _____ 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: _____

LEVE 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: <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 | | |
| 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: _____

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.

Performance Competencies:

Activities to be implemented:

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.

**ELPS 606
PERFORMANCE COMPETENCIES AND ACTIVITIES**

2. 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.

Performance Competencies:

Activities to be implemented:

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.

**ELPS 606
PERFORMANCE COMPETENCIES AND ACTIVITIES**

3. 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.

Performance Competencies:

Activities to be implemented:

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.

ELPS 606
PERFORMANCE COMPETENCIES AND ACTIVITIES

4. Quality Standard IV: Principals demonstrate professionalism through ethical conduct, reflection, and external leadership.

Performance Competencies:

Activities to be implemented:

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.

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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, 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

4. At the completion of the internship, please rate the intern on the performance standards listed below using the following scale:

- 0 = not experienced during internship
- 1 = need much more work
- 2 = need more work
- 3 = performance was adequate
- 4 = performance was strong

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

5. In your opinion, what is the intern's overall administrative potential (circle one of the following)?

Weak Limited Adequate Strong

Why do you feel this way?

6. In your opinion, what were two or three (or more) strengths of this internship experience?

7. In your opinion, what were two or three (or more) weaknesses of this internship experience?

8. In your opinion, what are two or three (or more) ideas for strengthening the administrative internship?

Signature of Field Supervisor

Date

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. | | | | | |
| 6.1 Understand 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 <i>Educational Leadership Building-Level Program Standards</i> 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.

