

ELPS 606

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 _____ 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-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.

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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

Can the internship be waived?

The Educational Leadership and Policy Studies program faculty may waive the internship requirement if the

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INTERN DATA SHEET

Directions: Please complete all entries given below.

Name: _____ Student Number: _____

Home mailing address:

Street or P.O. Box: _____

City: _____ State: _____ Zip: _____

Home Phone No.: () _____ E-Mail Address: _____

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

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

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-growth in each area since your self-assessment at the start of the internship. 7 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.		

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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:

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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

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INTERNSHIP PROGRESS REPORT

Intern: _____

Field Supervisor: _____

Internship Site:

Dateite:

j. The intern is knowledgeable about how to assure a safe learning environment in a secure, well-maintained facility.

0 1 2 3 4

k. The intern is knowledgeable about effective communication, decision-making, and interpersonal problem-solving and conflict-resolution strategies.

0 1 2 3 4

2. Please list two or three (or more) strengths of your internship.

3. Please describe two or three (or more) weaknesses of your internship.

4. Please state two or three (or more) ideas to strengthen the internship.

5. In your opinion, are there other administrative and leadership experiences you need before assuming an administrative position? Yes _____ No _____

If yes, briefly describe:

6. Anything else you would like to add?

Signature of Student

Date

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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

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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.

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.					

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 relationship					

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.

