UNIVERSITY OF NORTHERN COLORADO
EDUCATIONAL LEADERSHIP AND POLICY STUDIES

ELPS 606 Internship in Educational Leadership

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**Course Description**
This course provides students with the opportunity to engage in field-based experiential learning activities related to school leadership and administration. As such, this is a “hands on” course where students practice administrative and leadership skills under the guidance of a practicing administrator (the field supervisor). Students should discuss a suitable field placement with their program advisor prior to enrolling in the course. A university supervisor, who is a faculty member in the Educational Leadership Department, oversees the field-based activities and on-campus seminar. Seminar activities complement the ongoing field-based tasks by allowing students to reflect on their field experiences, to document administrative and leadership activities, and to assess the usefulness of the internship experiences on their development as educational leaders.

**Relationship of Course to Program Knowledge Base**
Learning experiences for this course contribute to students’ understanding of the underlying beliefs of our leadership development program (particular emphasis is given to the boldfaced statements):

- **Learning, teaching, and collegiality are fundamental activities of educational organizations;**
- **Validated knowledge and active inquiry form the basis of practice;**
- **Moral and ethical imperatives drive leadership behavior;**
- **Leadership encompasses a learned set of knowledge, skills, and attitudes;**
- **Leaders effect positive change in individuals and organizations;**
- **Effective leadership in educational organizations depends on individual and team efforts;** and
- **Leaders’ behavior and actions model their beliefs and values.**

**Relationship to Standards**
The internship activities are structured to give students experience in each standard for the license they are working towards (either principal or administrator) and must demonstrate competency on each state standard, as well as all ELCC standards.

**Texts/Materials**
Mometric Media LLC, *PLACE Principal (80) Exam Secrets Study Guide*
http://www.mo-media.com/place/principal.htm

*Internship Portfolio* (download from ELPS website under “Forms”)

**STUDENT EVALUATION:**
To successfully complete course requirements, students will be expected to

1. Submit a detailed log of internship activities, written reflections for each standard and an overall internship experience reflection explaining the learning/growth that occurred related to each standard/activity, as well as supporting artifacts to document each activity. These should be well organized and clearly articulated.
2. Submit an initial and final reflection of areas of strength and weakness using *A Leader’s Journey* template.
3. Work closely with a field supervisor to complete internship goals and objectives.
4. Actively pursue a variety of clinical experiences that broaden the base of understanding about administrative roles and responsibilities.
5. Submit a completed Intern and Field Site Supervisor evaluation sheet (included in the internship portfolio packet).
6. Complete and submit the Program Completer Survey (found at the end of the Internship Portfolio).
7. Complete the requirements of the internship portfolio (referred to above in #1) which will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>ELPS 606 Internship Portfolio Rubric ELCC Building Level Assessment 4</th>
<th>1 Does Not Meet Expectations</th>
<th>2 Meets Expectations</th>
<th>3 Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coverage of Standards</strong></td>
<td>Experiences do not demonstrate that two competencies for each of the CO standards and related ELCC standards have been met.</td>
<td>Experiences demonstrate that two competencies for each of the CO standards and related ELCC standards are met.</td>
<td>Experiences demonstrate that more than two competencies for each of the CO standards and related ELCC standards are met.</td>
</tr>
<tr>
<td><strong>Documentation of Experiences</strong></td>
<td>Internship activities are clearly documented through artifacts, reflective journaling, and/or logs to demonstrate completion of targeted competencies for each standard.</td>
<td>Relevance and quality of experiences are fully and clearly documented through artifacts, reflective journaling, and/or logs.</td>
<td></td>
</tr>
<tr>
<td><strong>Quality of experiences</strong></td>
<td>Student experiences do not demonstrate exposure to basic administrative roles and functions, leadership nor managerial elements necessary for daily school/district operation.</td>
<td>Student experiences demonstrate exposure to basic administrative roles and functions, including leadership and managerial elements necessary for daily school/district operation.</td>
<td>Student experiences demonstrate an exposure to a wide array of administrative roles and functions, including leadership and managerial elements that contribute to a healthy school learning culture through the change process.</td>
</tr>
<tr>
<td><strong>Completion of clock-hour requirements</strong></td>
<td>Clock-hours are undocumented or partially documented and do not meet licensure requirements.</td>
<td>Time and activities are documented and fulfill the licensure requirement.</td>
<td>Time and activities are fully and clearly documented and fulfill the licensure requirement.</td>
</tr>
<tr>
<td><strong>Demonstrated Learning</strong></td>
<td>Student learning is not demonstrated through reflective journaling, commentary, and/or final essay.</td>
<td>Student learning is demonstrated through reflective journaling, commentary, and/or final essay.</td>
<td>Student learning is fully and clearly demonstrated through reflective journaling, commentary, and/or final essay.</td>
</tr>
<tr>
<td><strong>Supervisor Relationship</strong></td>
<td>The student did not communicate with the field and/or university supervisor to structure intern experiences.</td>
<td>The student communicated adequately with both the field and university supervisor to structure intern experiences.</td>
<td>The student worked closely with both the field and university supervisors to structure and evaluate intern experiences and learning.</td>
</tr>
<tr>
<td><strong>Leadership Potential</strong></td>
<td>Weak/Limited—Intern demonstrated significant weaknesses in multiple areas during internship</td>
<td>Adequate—Intern demonstrated adequate capability in each standard area.</td>
<td>Strong—Intern demonstrated a high level of leadership in multiple areas throughout the internship experiences/activities.</td>
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</tbody>
</table>
ELPS 606 Internship Portfolio Rubric ELCC Building Level Assessment

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<td>experiences/activities.</td>
<td></td>
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</tbody>
</table>

Students must achieve a 2 in each category to receive a passing grade for the internship experience.

Upon completion of all requirements, students will receive a grade of “S” (Satisfactory).

**Ethical Standards:** Plagiarism or other academic dishonesty of any kind will not be tolerated. Penalty for such action will result in an “F” letter grade for the course. If you are unsure of how to properly paraphrase or cite a source in APA style, we encourage you to seek assistance immediately. Problems, concerns or complaints should be discussed with the Disability Access Center.

**Disability Access**

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services at **Campus Box 139 Greeley, CO 80639**

Phone: (970) 351-2289 (Voice, TTY), FAX: (970) 351-4166 as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Diversity Statement**

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation.” (See [http://www.unco.edu/hr/AAEO_TitleIX.htm](http://www.unco.edu/hr/AAEO_TitleIX.htm)).