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.

COURSE SCOPE
Understanding of leadership through practical application of course content and concepts through activities related to the Colorado Principal Standards and the Colorado English Language Learner Educator Preparation Standards.

COURSE ESSENTIAL QUESTIONS
How has my understanding of the responsibilities of a principal changed?
How prepared am I to successfully meet the responsibilities of a principal?
What additional experiences do I need to successfully carry out the responsibilities of a principal?
What can I do as a principal/educational leader to promote, support, and advance the growth of all students, particularly English language learners and those who are identified as at-risk or having special needs?

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.

STANDARDS FROM PROFESSIONAL ORGANIZATIONS AND LEARNED SOCIETIES
Courses in this Division are designed to prepare individuals to serve as leaders in the field of education. Learning experiences are designed to address the skills, competencies, and performance...
expectations identified by numerous professional organizations and learned societies with an interest in the preparation of educational leaders. Among the organizations consulted are the American Association of School Administrators, the National Association of Elementary School Principals, the National Association of Secondary School Principals, the National Policy Board on Educational Administration, and the University Council for Educational Administration.

RELATED COLORADO DEPARTMENT OF EDUCATION STANDARDS
Learning activities of this course address the licensure standards for principals established by the Colorado Department of Education and the State Board of Education. The standards and competencies addressed in this course are as follows:

**CO Principal 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.

**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.

**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.

**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.

**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.

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

**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.

**District-level/Administrator/Superintendent Standards (2018) 6.09(1)(a):** The administrator shall be knowledgeable about the content of administration in general and, as appropriate and/or applicable to the position or program of administration, shall demonstrate the ability to provide effective:

- (i) organizational management and leadership.
- (ii) direction to relevant personnel and others, including but not limited to the evaluation of licensed personnel.
- (iii) correlation of the administrative position and/or program to student academic and related progress, through the:
  - (A) planning, implementation and the evaluation of relevant activities.
  - (B) identification of, respect for and incorporation of those aspects of student and school community demography and student, family and community culture, which can engender and sustain community support for rigorous standards for and high expectations of all students, as related to their learning and academic achievement.
  - (C) application of pertinent research which has resulted in proven, documented evidence of successful practice(s).
- (iv) communication to a variety of audiences, in a variety of settings and on topics which may be controversial.
- (v) decision-making that involves affected stakeholders.
- (vi) human and community relations skills, including but not limited to, diplomacy and conflict resolution.
- (vii) application(s) of technology.
- (viii) understanding of the group process.
- (ix) program marketing strategies.
- (x) mentoring to students, educational staff and community members.
- (xi) boardsmanship.
- (xii) fiscal and resource management and resource-development strategies.

Learning activities of this course also address the following **Colorado English Language Learner Educator Preparation Standards:**

**5.12 Quality Standard I:** Educators are knowledgeable about CLD populations.

- (1) **ELEMENT A:** Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations.
- (2) **ELEMENT B:** Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.

**5.13 Quality Standard II:** Educators should be knowledgeable in first and second language acquisition.

- (1) **ELEMENT A:** Educators are able to understand and implement strategies and select materials to aid in English language and content learning.
- (2) **ELEMENT B:** Educators are knowledgeable of, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations.

**5.14 Quality Standard III:** Educators should understand literacy development for CLD students.
(1) **ELEMENT A:** Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to literacy development for CLD students.

(2) **ELEMENT B:** Educators understand and implement strategies and select materials to aid in English language and content learning.

5.15 **Quality Standard IV:** Educators are knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students.

(1) **ELEMENT A:** Educators are knowledgeable in, understand and able to use the major theories, concepts and research related to language acquisition and language development for CLD students.

**ELEMENT B:** Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.

**COURSE OBJECTIVES**

1. Students will gain practical experience across either the school-level or district-level leadership standards and the ELL Educator Preparation standards in which they will apply the knowledge and skills that they have learned through coursework.

2. Students will complete a minimum of 360 clock hours for principal licensure or 180 clock hours for district-level administrator licensure over the course of their program.

3. Students will demonstrate and reflect upon experiences related to at least three competencies for each CO Principal Standard or each CO Administrator Standard and each CO ELL Educator Preparation Standard.

4. Students will turn in their completed internship portfolio at the end of their program or when they have completed the requirements in the second and third Course Objectives above. (See Internship Portfolio Package for details of what are to be include in the internship portfolio.)

**OUTLINE OF COURSE CONTENT**

1. Development of internship plan at beginning of internship.

2. Submission of field supervisor and site information each semester enrolled in ELPS 606 credits.

3. Active engagement in a broad and deep variety of leadership activities throughout the internship that address the CO standards listed above.

4. Student communication with university supervisor/ELPS 606 instructor regarding internship plan progress and learning updates.

5. Completion of an initial and final reflection using the *A Leader’s Journey* template.

6. Completion and submission of the Program Completer Survey at the end of the internship.

7. Submission of internship portfolio when internship requirements (see Objectives above) are met, including reflections for each appropriate standard. (See Internship Portfolio Package for details of what are to be include in the internship portfolio.)

**Texts/Materials**

All materials may be downloaded and put on a flash drive—it is not necessary to print them.

* *A Leader’s Journey* work packet (download from ELPS website under “Forms”)*

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

*User’s Guide for the Colorado State Model Educator Evaluation System* (download from CDE website at [https://www.cde.state.co.us/educatoreffectiveness/smes-principal](https://www.cde.state.co.us/educatoreffectiveness/smes-principal)*
While there are no required texts for the internship, students are expected to draw from the texts used in coursework throughout their preparation program. To engage in activities related to the CO ELL Educator Preparation Standards, students are encouraged to draw upon such texts/articles as listed below (but are not limited to just the texts/articles listed below):


**Tentative Synchronous Session Schedule**

We will meet three (3) times during the semester, this includes an orientation session. The synchronous sessions are optional; however, students who have **NOT** completed any internship credits/hours prior are encouraged to attend. Each session is designed specifically for interaction and dialogue. The course content should be completed in the modules in Canvas.

<table>
<thead>
<tr>
<th>Synchronous Sessions</th>
<th>Activity</th>
<th>Assignment</th>
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<tbody>
<tr>
<td><strong>June 5, 2019</strong>&lt;br&gt;5-6pm MST</td>
<td>A. Orientation/Overview of the Internship&lt;br&gt;B. Review Internship Materials&lt;br&gt;C. Meeting with your Field/Site Supervisor&lt;br&gt;D. Reading: “Leadership character: A six-part series” and “Leadership character: The role of courage”</td>
<td><strong>Canvas:</strong> Module: Welcome to ELPS 606, New to ELPS 606: A Leader’s Journey, Principal Internship Portfolio Packet, Internship Log Template, Colorado Principal Standards: An Overview. <strong>Discussions:</strong> Introduction <strong>Internship Portfolio</strong> Pages 6-9 due by June 19, 2019.</td>
</tr>
<tr>
<td><strong>June 26, 2019</strong>&lt;br&gt;5-6pm MST</td>
<td>A. Internship plans&lt;br&gt;B. Standards 1 &amp; 2 Discussion</td>
<td><strong>Canvas:</strong> Modules: CO Principal Standards 1 &amp; 2 and Module: Internship “Site Visit” <strong>Asynchronous Writing:</strong> Standards 1 &amp; 2 <strong>Leader’s Journey Form Completed by June 26, 2019.</strong> (<em>Only complete the section titled “What You Know/Have Experienced So Far (Reflection to be completed in your first semester of internship)” for each of the categories.</em>)</td>
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<td><strong>June 26, 2019</strong>&lt;br&gt;5-6pm MST</td>
<td>A. Discuss internships&lt;br&gt;B. Standards 3, 4, &amp; 5 Discussion</td>
<td><strong>Canvas:</strong> Modules: CO Principal Standards 3, 4, &amp; 5 <strong>Asynchronous Writing:</strong> Standards 3, 4, &amp; 5</td>
</tr>
<tr>
<td><strong>July 17, 2019</strong>&lt;br&gt;5-6pm MST</td>
<td>A. Discuss internships&lt;br&gt;B. Standards 6 &amp; 7 Discussion</td>
<td><strong>Canvas:</strong> Modules: CO Principal Standards 5 &amp; 6 <strong>Asynchronous Writing:</strong> Standards 6 &amp; 7 <strong>If you are planning on graduating at the end of the Summer 2019 semester, ALL internship documentation is due to an ELPS faculty member before July 31, 2019.</strong></td>
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</table>
**Student Evaluation:**

To successfully complete the internship requirements, by the end of the program 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>
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</thead>
<tbody>
<tr>
<td><strong>Coverage of Standards</strong></td>
</tr>
<tr>
<td>Experiences do not demonstrate that two competencies for each of the CO standards and related ELCC standards have been met.</td>
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<tr>
<td><strong>Documentation of Experiences</strong></td>
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<tr>
<td>Internship activities are clearly documented through artifacts, reflective journaling, and/or logs to demonstrate completion of targeted competencies for each standard.</td>
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<tr>
<td><strong>Quality of experiences</strong></td>
</tr>
<tr>
<td>Student experiences do not demonstrate exposure to basic administrative roles and functions, leadership nor managerial elements necessary for daily school/district operation.</td>
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<tr>
<td><strong>Completion of clock-hour requirements</strong></td>
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<tr>
<td>Clock-hours are undocumented or partially documented and do not meet licensure requirements.</td>
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<tr>
<td><strong>Demonstrated Learning</strong></td>
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<tr>
<td>Student learning is not demonstrated through reflective journaling, commentary, and/or final essay.</td>
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<tr>
<td><strong>Supervisor Relationship</strong></td>
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<td>The student did not communicate with the field and/or university</td>
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</table>
ELPS 606 Internship Portfolio Rubric ELCC Building Level Assessment 4

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<thead>
<tr>
<th></th>
<th>1 Does Not Meet Expectations</th>
<th>2 Meets Expectations</th>
<th>3 Exceeds Expectations</th>
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<tbody>
<tr>
<td>Leadership Potential</td>
<td>Weak/Limited—Intern...</td>
<td>Adequate—Intern...</td>
<td>Strong—Intern...</td>
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<td></td>
<td>demonstrated...</td>
<td>demonstrated adequate</td>
<td>demonstrated a high</td>
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<td>significant weaknesses...</td>
<td>capability in each</td>
<td>level of leadership in</td>
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<td>in multiple areas...</td>
<td>standard area.</td>
<td>multiple areas...</td>
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<td>during internship</td>
<td></td>
<td>throughout internship</td>
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<td>experiences/activities.</td>
<td></td>
<td>experiences/activities.</td>
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<tr>
<td>supervisor to structure</td>
<td>field and university</td>
<td>structure and evaluate</td>
<td></td>
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<tr>
<td>intern experiences.</td>
<td>supervisor to structure</td>
<td>intern experiences</td>
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<tr>
<td></td>
<td>internal experiences.</td>
<td>and learning.</td>
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</table>

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

See additional evaluation measures for the internship and portfolio on the ELPS Website under “Forms.”

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

Please note that the “S” (Satisfactory) grade is assigned upon completion of all requirements, which typically does not occur until the conclusion of the coursework and program. Therefore, “NR” is the grade that is assigned until successful completion and reception of a passing score on the internship portfolio.

The ELPS faculty feels that aspiring educational leaders must be able to communicate clearly and accurately in order to have the necessary credibility to successfully lead schools in the 21st century. For that reason, students are advised that excessive violations (five or more) of any combination of the rules listed in the Writing Tips document posted on the ELPS Forms website may result in at least a .25 reduction in the final score assigned to each assignment. For that reason, students are encouraged to review these writing tips and apply them in all of their assignments.

Academic Dishonesty

Plagiarism or other academic dishonesty of any kind will not be tolerated. The penalty for such action will result in an “F” letter grade for the course and/or additional sanctions as permitted under University policy. If you are unsure of how to properly paraphrase or cite a source in APA style, we encourage you to seek assistance. Problems should be discussed with one of the instructors at your earliest convenience. Situations warranting consequences will be reported to the CEBS Dean. For a complete explanation of University academic student conduct policy, see http://catalog.unco.edu/200809/wwhelp/wwimpl/js/html/wwhelp.htm?&accessible=true

Plagiarism

The following is UNC's approved definition of plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one’s own mind. Plagiarism includes not only the exact duplication of another’s work but also the lifting or a substantial or essential portion thereof.

Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, often by listing author(s) and year of the cited source. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes.

As long as a student adequately acknowledges his/her sources and as long as there is no reason to believe that the student has attempted to pose as the originator, the student will not be charged with plagiarism even
though the form of the acknowledgement may be unacceptable. However, students should be aware that most professors require certain forms of acknowledgement and some may evaluate a project on the basis of form.

**Disability Resources**

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80.

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss 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).

**Sexual Misconduct/Title IX Statement**

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, receiving academic and housing accommodations, obtaining with legal protective orders, and more.

Please be aware that all UNC faculty members are “responsible employees,” which means that if you disclose to a faculty member about a situation past, present, or future involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loften. “Disclosure” may include communicate in person, in class, via email/phone/text message, through in/out of class assignments, or through any other form of communication. Larry or a trained staff member in the Office of Institutional Equity and Compliance will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.
If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community, who can connect you with support services and help explore your options now, or in the future:

- UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or http://www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or http://www.unco.edu/counseling
- UNC Psychological Services: 970-351-1645 or http://www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899).

Please also be aware that university faculty may also be required to disclose any incidents of other kinds of abuse they know about, past, present, or future, to the University.