



UNIVERSITY of  
DENVER

MORGRIDGE COLLEGE OF EDUCATION

# DPS ELSS

## Getting Started: Launching the Internship

The internship is a very important part of this program. We want to give you and your mentor time to become oriented to the program and your role as an intern. In addition to this meeting, please schedule time with your Mentor Principal to schedule some time to talk and a visit at your host school before the end of the year to talk about the project and possible internship activities.

With your mentor please review the following documents

- Building a Foundation (attached)
- DPS ELSS or Ritchie Roles and Responsibilities (attachment)
- Intern Leadership Development Plan Progress Monitoring (attachment)

## *INTERNS*

### **BUILDING A FOUNDATION FOR SUPPORTING GROWTH THROUGH SHARED UNDERSTANDING**

**Write a response to each of the questions below.**

- 1. What is important for your Mentor Principal to know about you to help you work as a team?**
- 2. What does he/she need to know about your work in school contexts?  
What are the strengths/growth areas?**
- 3. Reflect on the Framework; what are your strengths and areas of growth?**
- 4. How would you like to be introduced or re-introduced to the school community?**

## *MENTORS*

### **BUILDING A FOUNDATION FOR SUPPORTING GROWTH THROUGH SHARED UNDERSTANDING**

**Write a response to each of the questions below.**

- 1. What is important for your Intern to know about you to help you work as a team?**
- 2. What does he/she need to know about your school context? What are the strengths/growth areas?**
- 3. Reflect on the Framework; what are your strengths and areas of growth?**
- 4. What are your thoughts about introducing or re-introducing your intern to your school community?**



## DPS Executive Leadership for Successful Schools – Roles and Responsibilities

The purpose of this document is to outline the DPS Executive Leadership for Successful Schools expectations for Mentor Principals, Interns, Pathway Program Manager and ELSS Facilitators. It is our expectation that the mentor principals, Pathway Program Manager, interns and facilitators will collaborate to achieve rich leadership learning opportunities, effective feedback resulting in improved leadership skill and school improvement.

The following are expectations for the internship:

- Interns are actively involved in as many aspects of the principals' work as possible (DPS School Leadership Framework and work with students, staff, teachers, families, community members and resources)
- Interns and facilitators attend the Saturday ELSS workshops and participate in online discussions and journals
- Mentors, interns, Pathway Program Manager and facilitators support the design and development of quarterly projects to advance the mission and goals of the UIP
- Mentors and interns commit to weekly debriefs utilizing data and reflection journal
- Interns receive honest, open and supportive critical feedback that further develops the intern as an effective DPS principal
- Mentors receive honest, open and supportive critical feedback that further develops the mentor as an effective leadership mentor
- Facilitators receive honest, open and supportive critical feedback for the improvement of the Ritchie Program for School Leaders
- Mentors, interns, Pathway Program Manager and facilitators create a climate of trust and mutual support

### **ELSS Interns will**

- Maintain a reflective journal with a minimum of weekly entries
- Fully engage in all program requirements and project work at a high level of quality
- Be punctual, present and engaged at school and course-related events
- Take responsibility for learning by articulating needs and collaborating with mentor and facilitator to differentiate project work
- Meet with the facilitator and mentor to review the quarterly projects and provide feedback to the facilitator and intern
- Self-assess their performance against the DPS School Leadership Framework and the Survey of Personal and Relational Leadership Skills (quarterly)
- Seek the assessment of their performance against the DPS School Leadership Framework and the Survey of Personal and Relational Leadership Skills by colleagues/teachers/parents as appropriate
- Meet with the ELSS facilitator and mentor to review progress on the DPS School Leadership Framework and the Survey of Personal and Relational Leadership Skills and establish goals for and monitor progress on the ELSS Leadership Development Plan (quarterly)

**Mentor Principals will**

1. Provide to the Aspiring Leader the appropriate learning opportunities, decision making authority, and shared responsibilities that will develop the leadership skills of the Aspiring Leader in his/her areas of learning and required to be a successful principal.
2. Commit to treating the Aspiring Leader as an integral member of your school's administrative team.
3. Allow the intern to learn by making mistakes and offering supportive feedback
4. Allow intern to take risks and lead others
5. Introduce and define the role of the intern within the school
6. Advocate for the intern and communicate with the Pathway Program Manager and facilitator
7. Assess the performance of the intern against the DPS School Leadership Framework – Assistant Principal Evidence Guide and the Survey of Personal and Relational Leadership Skills and monitor progress for the ELSS Leadership Development Plan (quarterly)
8. Meet (in person or on phone) with the ELSS facilitator and intern to review progress on the DPS School Leadership Framework and the Survey of Personal and Relational Leadership Skills and establish goals for the ELSS Leadership Development Plan (quarterly)
9. Meet with the facilitator and intern to review the quarterly projects and provide feedback to the facilitator and intern

**ELSS Facilitators will**

- Review reflections on journals
- Co-design workshops and learning activities
- Actively contribute to planning meetings and co-facilitate class meetings
- Meet (in-person or phone) with the mentor and intern to discuss projects and leadership opportunities and learning (quarterly)
- Critically analyze, provide narrative feedback and evaluate all projects against rubrics for content, critical thinking and communication
- Facilitate the analysis of a 360° feedback about performance against the DPS School Leadership Framework – Assistant Principal Evidence Guide and the Survey of Personal and Relational Skills (quarterly)

**Pathway Program Manager will**

- Support the work of the ELSS facilitators and interns
- Coordinate the communications with the Lead in Denver team

## **Agreement and Signatures**

### **ELSS Intern**

As an ELSS Intern, I agree to the expectations outlined in this MOU in order to achieve the DPS goal to develop high quality leaders for DPS students and schools during the 2015-16 school year.

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ELSS Intern Signature

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Date

### **ELSS Mentor**

As an ELSS Intern, I agree to the expectations outlined in this MOU in order to achieve the DPS goal to develop high quality leaders for DPS students and schools during the 2015-16 school year.

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ELSS Mentor Signature

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Date

### **ELSS Facilitator**

As an ELSS Intern, I agree to the expectations outlined in this MOU in order to achieve the DPS goal to develop high quality leaders for DPS students and schools during the 2015-16 school year.

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ELSS Facilitator Signature

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Date

### **Lead in Denver Senior Program Manager**

As an ELSS Intern, I agree to the expectations outlined in this MOU in order to achieve the DPS goal to develop high quality leaders for DPS students and schools during the 2015-16 school year.

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Lead in Denver Senior Program Manager Signature

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Date

## Leadership Development Plan Progress Monitoring

Meeting Participants:

Progress Meeting Date: [Click here to enter a date.](#)

**Expectation:** Choose an item.

**Priority 1 Indicator for Growth:** Choose an item.

**Evidence of Growth:** *(To be filled out by the Intern prior to the progress meeting.)*

**Reflections on Growth:** *(To be filled out by the Intern prior to the progress meeting)*

|  |
|--|
| <b>Expectation:</b> Choose an item.  |
| <b>Priority # ___ Indicator for Growth:</b> Choose an item.  |
| <b>Evidence of Growth:</b> <i>(To be filled out by the Intern and Mentor Principal prior to the progress meeting.)</i> |
|  |
| <b>Reflections on Growth:</b> <i>(To be filled out by the Intern prior to the progress meeting.)</i>                   |
|  |

|   |
|---|
| <b>Reflection on Personal and Relational Skills and Impact on Growth</b> <i>(To be filled out by the Intern prior to the progress meeting.)</i> |
|   |



**Framing for Progress Meeting - Questions and Priorities** *(To be filled out by the Intern and Mentor Principal prior to the progress meeting.)*

|  |
|--|
|  |
|--|

### Meeting Results, Next Steps and Commitments

**Discussion Notes/Feedback** *(to be filled in at the meeting by Intern and Mentor Principal)*

|         |         |
|---------|---------|
| I heard | I heard |
|---------|---------|

**Next Steps and Commitments** *(to be filled in at the meeting by Intern and Mentor Principal)*

|        |        |
|--------|--------|
| I will | I will |
|--------|--------|

**DPS ELSS Registration:** You will be able to register after depositing. The Summer Quarter registration must be completed by June 14th. The classes you will be adding to your schedule this quarter are listed below. The simplest way to do this is to go to the Student tab in PioneerWeb and click on the Add/Drop menu. Use the 4-digit number (the crn) right after the course name below to add your class. To avoid incurring late fees, you must be registered before June 13, 2015. If you have any difficulty with this process, please contact the Registrar's Office directly at 303-871-4095 or by emailing [registrar@du.edu](mailto:registrar@du.edu) You will register for 7 credits total:

**ADMN 4840, Strategic and Transformative School Leadership (crn 1395) 7 credits.**

**2015-2016 Course Dates**

See DPS ELSS Course Calendar 2015-2016

## DRAFT Course Calendar Summer 2015 – Spring 2016

### DPS ELSS

| Summer Quarter 2015   |   | Fall Quarter 2015  |                            |
|---|---|--|----------------------------|
| Intro Module – Opening Day + 2 workshops                      |   | Module: Developing People - 2 workshops                    |                            |
| Week #  | In-person dates/times                                 | Week #   | In-person dates/times      |
| 1: 6/15-6/21  | Sat: June 13 Opening Day<br>Sat. June 20 Workshop Day | 1: 9/7-9/13  | Sat. Sept. 12 Workshop Day |
| 2: 6/22-6/28  |   | 2: 9/14-9/20   |                            |
| 3: 6/29- 7/5  | Journal 1 Due 7/5                                     | 3: 9/21-9/27   | Journal 1 Due 9/27         |
| 4: 7/6-7/12   |   | 4: 9/28-10/4   |                            |
| 5: 7/13-7/19  | Journal 2 Due 7/19                                    | 5: 10/5-10/11  | Sat: Oct 10 Workshop Day   |
| 6: 7/20-7/26  | Project PART I Due 7/26                               | 6: 10/12-10/18   | Journal 2 Due 10/18        |
| 7: 7/27-8/2   | Sat: August 1 Workshop Day                            | 7: 10/19-10/25   | Project PART I Due 10/25   |
| 8: 8/3-8/9  | Journal 3 Due 8/9                                     | 8: 10/26-11/1  |                            |
| 9: 8/10-8/16  | Project PART II Due 8/16                              | 9: 11/2-11/8   | Journal 3 Due 11/8         |
|   |   | 10: 11/9-11/15   | Project PART II Due 11/15  |
| <i>Last day for assignments:<br/>Inquiry Project Due 8/17</i> |   | <i>Last day for assignments: Inquiry Project Due 11/15</i> |                            |
| <i>Final grades due: TBA</i>                                  |   | <i>Final grades due: TBA</i>                               |                            |

| Winter Quarter 2016   |                          | Spring Quarter 2016  |                            |
|---|--------------------------|--|----------------------------|
| Module: Leading Teaching and Learning - 2 workshops           |                          | Module: Leading and Resourcing Change - 2 workshop + Symposium |                            |
| Week #  | In-person dates/times    | Week #   | In-person dates/times      |
| 1: 1/4-1/10   | Sat. Jan. 9 Workshop Day | 1: 3/20-3/28   | Sat. Mar. 19 Workshop Day  |
| 2: 1/11-1/17  |                          | 2: 4/4-4/10  |                            |
| 3: 1/18-1/24  | Journal 1 due 1/24       | 3: 4/11-4/17   | Journal 1 due 4/17         |
| 4: 1/25-1/30  |                          | 4: 4/18-4/24   | Sat: April 23 Workshop Day |
| 5: 2/1-2/7  | Sat: Feb. 6 Workshop Day | 5: 4/25-5/1  |                            |
| 6: 2/8-2/14   | Journal 2 due 2/14       | 6: 5/2-5/8   | Journal 2 due 5/8          |
| 7: 2/15-2/21  | Project PART I due 2/21  | 7: 5/9-5/15  | Project Part I due 5/15    |
| 8: 2/22-2/28  |                          | 8: 5/16-5/22   |                            |
| 9: 2/29-3/6   | Journal 3 due 3/7        | 9: 5/23-5/29   | Journal 3 due 5/29         |
| 10: 3/7-3/13  | Project PART II Due 3/14 | 10: 5/30-6/5   | Final Symposium - TBA      |
| <i>Last day for assignments:<br/>Inquiry Project Due 3/15</i> |                          | <i>Last day for assignments: Inquiry Project Due June 5</i>    |                            |
| <i>Final grades due: TBA</i>                                  |                          | <i>Final grades due: TBA</i>                                   |                            |

Unanticipated events of unusual circumstances may require some date changes, but we will make every attempt to follow this calendar of dates.

## Survey of Personal and Relational Leadership Skills

**Directions:** Use the following scale to assess personal and relational leadership skills. Circle the appropriate number for each item.

1 = Never      2 = Rarely      3 = Usually      4 = Always

### Personal Leadership Skills

#### I. Self-Awareness

|  |   |   |   |   |              |
|--|---|---|---|---|--------------|
| 1. Is able to recognize and understand moods, emotions, and drives, as well as their effect on others. | 1 | 2 | 3 | 4 | Not Observed |
| 2. Possesses self-confidence.  | 1 | 2 | 3 | 4 | Not Observed |
| 3. Practices realistic self-assessment.  | 1 | 2 | 3 | 4 | Not Observed |
| 4. Has a self-deprecating sense of humor.  | 1 | 2 | 3 | 4 | Not Observed |

**Overall Self-Awareness score:** \_\_\_\_\_

#### II. Self Regulation

|  |   |   |   |   |              |
|--|---|---|---|---|--------------|
| 1. Is able to control or redirect disruptive impulses and moods. | 1 | 2 | 3 | 4 | Not Observed |
| 2. Is able to suspend judgment and think before acting.          | 1 | 2 | 3 | 4 | Not Observed |
| 3. Is comfortable with ambiguity and open to change.             | 1 | 2 | 3 | 4 | Not Observed |

**Overall Self Regulation score:** \_\_\_\_\_

#### III. Motivation

|   |   |   |   |   |              |
|---|---|---|---|---|--------------|
| 1. Has a passion to work and a propensity to pursue goals with energy and persistence that go beyond money or status. | 1 | 2 | 3 | 4 | Not Observed |
| 2. Has a strong desire to achieve.  | 1 | 2 | 3 | 4 | Not Observed |
| 3. Is optimistic even in the face of failure.   | 1 | 2 | 3 | 4 | Not Observed |
| 4. Demonstrates strong organizational commitment.   | 1 | 2 | 3 | 4 | Not Observed |

**Overall Motivation score:** \_\_\_\_\_

#### IV. Empathy

|   |   |   |   |   |              |
|---|---|---|---|---|--------------|
| 1. Is able to understand the emotional makeup of other people.  | 1 | 2 | 3 | 4 | Not Observed |
| 2. Is skilled in treating people according to their emotional reactions. (Norm - Pays attention to self and others) | 1 | 2 | 3 | 4 | Not Observed |
| 3. Is cross-culturally sensitive.   | 1 | 2 | 3 | 4 | Not Observed |

**Overall Empathy score:** \_\_\_\_\_

**Relational Leadership Skills**

1 = Never 2 = Rarely 3 = Usually 4 = Always

**V. Interpersonal Relationships**

|  |   |   |   |   |              |
|--|---|---|---|---|--------------|
| 1. Builds relationships, establishes trust, and acts with honesty and integrity.                                     | 1 | 2 | 3 | 4 | Not Observed |
| 2. Establishes and maintains openness, finds common ground and builds rapport.                                       | 1 | 2 | 3 | 4 | Not Observed |
| 3. Is perceived by supervisor, staff, colleagues, and others in the school community as someone who is professional. | 1 | 2 | 3 | 4 | Not Observed |
| 4. Demonstrates skill in building and mending relationships and networks.  | 1 | 2 | 3 | 4 | Not Observed |

**Overall Interpersonal Relationships score:** \_\_\_\_\_**VI. Communication Skills**

|   |   |   |   |   |              |
|---|---|---|---|---|--------------|
| 1. Demonstrates the ability to put others at ease through spoken or written words (including e-mail), listening skills, or body language.   | 1 | 2 | 3 | 4 | Not Observed |
| 2. Can accurately restate opinions of others even when they disagree.   | 1 | 2 | 3 | 4 | Not Observed |
| 3. Practices inquiry through the use of probing, clarifying questions, and checking for understanding.  | 1 | 2 | 3 | 4 | Not Observed |
| 4. Understands that silence is often the most appropriate mode of communication.  | 1 | 2 | 3 | 4 | Not Observed |
| 5. Contributes to discussions and invites others to share their views.  | 1 | 2 | 3 | 4 | Not Observed |
| 6. Effectively and consistently uses the other Norms of Collaboration (pays attention to self and others, presumes positive intentions and pursues a balance between advocacy and inquiry). | 1 | 2 | 3 | 4 | Not Observed |

**Overall Communication Skills score:** \_\_\_\_\_**VII. Managing Conflict**

|   |   |   |   |   |              |
|---|---|---|---|---|--------------|
| 1. Steps up to conflict, deals with it directly, and seeks to settle disputes equitably.                        | 1 | 2 | 3 | 4 | Not Observed |
| 2. Facilitates the process of finding common ground and getting cooperation.                                    | 1 | 2 | 3 | 4 | Not Observed |
| 3. Legitimizes others' positions, whether they agree or not, through clear, problem-focused communication.      | 1 | 2 | 3 | 4 | Not Observed |
| 4. Generates possibilities rather than solely staking out positions.  | 1 | 2 | 3 | 4 | Not Observed |
| 5. Separates people issues from problem issues  | 1 | 2 | 3 | 4 | Not Observed |
| 6. Recognizes own "hot buttons."  | 1 | 2 | 3 | 4 | Not Observed |
| 7. Exhibits a balance of both personal power and positional power when seeking to resolve conflicts and issues. | 1 | 2 | 3 | 4 | Not Observed |

**Overall Managing Conflict score:** \_\_\_\_\_