

EEA 621 Internship II

School of Education and Leadership

1 Credit

Pass / No Pass

Pre-requisites and Co-requisites – NONE

Program Consent for Registration - REQUIRED

Effective Date 1/1/2022

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience and contact information for instructors and course managers is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

This course is the first phase of the year-long internship for Washington principal, program administrator, and CTE administrator certification. This course includes attention to state-required pre-internship tasks; orientation to professional standards/competencies and certification; and the internship portfolio. Topics include National Educational Leadership Preparation (NELP) Standards, CTE Director Competencies (PESB); professional growth team

roles and responsibilities; and building leadership capacity. This field experience launches the yearlong Internship.

Course Resources

There are no required textbooks. All necessary materials are published in the Content Modules for this course.

Course Outcomes

In this course, learners:

- Facilitate collaborative partnerships
- Manage instructional supervision processes
- Develop leadership capacity
- Exhibit leadership integrity
- Ensure a school environment conducive to student learning
- Influence political and social environments
- Demonstrate visionary and strategic leadership

Core Concepts, Knowledge, and Skills

- Academic achievement
- Accountability
- AWSP Leadership Framework
- Budget
- Building leadership capacity
- CEL 5D+ Teacher Evaluation Framework
- Celebrating success
- Closing of school
- Community involvement
- Continual improvement
- CTE Advisory Committee (CTE cert. only)
- Cultural competence
- Danielson Teacher Evaluation Framework
- Data analysis
- Data-informed decision making
- Diverse student populations
- Efficient management
- Equity and Equality
- Evidence
- Evidence collection and presentation
- Human resource management
- Inclusiveness

- Law and compliance
- Learning environment
- Logging, reflection upon, and sharing leadership activities
- Marzano Teacher Evaluation Framework
- Multi-tiered systems of support
- Navigating the socio-political context
- Opening of school
- Opportunity gap and achievement gap
- P-12 out-of-level (ES-MS-HS) experiences (principal cert. only)
- Parent involvement
- Policy and procedures
- Professional associations
- Professional certification standards, including cultural competence
- Professional growth
- Professional growth team roles and responsibilities
- Program review, reporting and compliance (CTE cert. only)
- Recognition
- Relationships
- Resourcing
- Restorative justice
- Scheduling
- School climate
- School leadership team
- School safety
- Social justice
- Social-emotional learning
- *Since Time Immemorial* Implementation (principal cert. only)
- Staffing
- Student growth
- Systemic inequities
- Teacher/Principal Evaluation Program (TPEP)
- Whole-school vision

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

The grades earned for the course will be P/NP, derived using City University of Seattle's decimal grading system, based on the following:

Overview of Required Assignments % of Final Grade

Internship II Portfolio 100%

TOTAL 100%

Students must earn a minimum of 2.7 on the grading scale to pass.

Scale	100.00 – 92.00	91.99-82.00	81.99 – 75.00	74.99 – 0.00
Decimal Grade Equivalent	4.0 – 3.7	3.6 – 2.7	2.6 – 2.0	1.9 - 0.0
	Exceeds Standard	At Standard	Approaching Standard	Below Standard

Specifics of course Assignments

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Internship II Portfolio NELP Standards and/or CTE Competencies

Throughout the yearlong internship, the intern builds a Portfolio that shows progress toward meeting or exceeding National Educational Leadership Preparation (NELP) Standards and/or Career and Technical Education (CTE) Director Competencies (PESB), and other program completion requirements. The intern uses the Portfolio format to present the eJournal addressing internship experiences and leadership development, Common Performance Tasks/Assessments, leadership activities listed in the Formative and Summative Report, evidence and reflections on the standards, and evaluations from mentor and field supervisor. This internship is graded Pass/No Pass. Pass for Internship IB and Internship II requires Approaching Standard or higher on each component of the Portfolio rubric. Pass for Internship III requires At Standard or higher scores on all rubric components, including Program Completion.

Components – Principal or Program Administrator	% of Grade	Components – CTE Administrator	% of Grade
Evidence and Reflection: Standard 1 – Mission, vision, and Improvement	10%	Components 1.1 – 1.7	35%
Evidence and Reflection: Standard 2 – Ethics and Professional Norms	10%		
Evidence and Reflection: Standard 3 – Equity, Inclusiveness, and cultural Responsiveness	10%		
Evidence and Reflection: Standard 4 – Learning and Instruction	10%	Components 2.1 – 2.9	35%
Evidence and Reflection: Standard 5 – Community and external Leadership	10%		

Evidence and Reflection: Standard 6 – Operations and Management	10%		
Evidence and Reflection: Standard 7 – Building Professional Capacity	10%		
eJournal	10%	eJournal	5%
Quarterly Reflection	5%	Quarterly Reflection	5%
NELP Common Performance Tasks	5%	CTE Common Performance Assessments	5%
Formative and Summative Evaluation Report	5%	Formative and Summative Evaluation Report	5%
Mentor and Field Supervisor Evaluations	5%	Mentor and Field Supervisor Evaluations	5%
Program Completion – Internship III Only	0%	Program Completion – last internship quarter	0%
TOTAL	100%	TOTAL	100%

Course Policies

On-time completion and turn-in of assignments is the expectation, so candidates should plan work accordingly. Late work receives an automatic deduction and/or revised due date, determined by the instructor on a case-by-case basis.

Participation

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of educational leadership. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation.

Professional Writing

Follow the APA style guide for written work, unless specified differently by the instructor, including crediting authors, using unbiased language, and details of APA style. Assignments require Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. Word process and proofread your work. We strongly recommend that you have assignments reviewed by a competent writer for quality of content, clarity of expression, correctness of language convention, and required form prior to submission to the instructor. Exceptions may be made by the instructor.

End of Course Evaluation (EOCE)

EOCE is a university-wide assessment practice. CityU seeks 100% participation by all candidates in all courses regardless of delivery mode. During the week before, week of, or week after the end of a course, candidates complete a standard 22-item on-line survey.

Candidates access EOCEs via the Student Portal at my.cityu.edu > Academics > Course Evaluations > End of Course Evaluations. At times other than end of course, students can also Submit General Course Feedback by following this path from the Student Portal to Course Evaluations. Student feedback provides program administrators and faculty valuable data that inform course development, faculty development, and program change. Please participate actively in our process of continuous improvement by completing the EOCE for this course! Thank you.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behavior or via electronic communications such as email or social media is

not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.ed to request a user name and password.