

EDLD 683: Internship III

School of Education and Leadership

2 Credits

Effective Date: 4/1/2024

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 information for instructors is found under *Faculty Information* in the online course menu.

Contact Information

Contact information for instructors is found under *Faculty Information* in the online course menu.

Course Description

Internship III engages the candidate in mastering the entry-level knowledge, skills, dispositions, roles and responsibilities of a superintendent. The internship engages the candidate in the foundations of school system administration: culture, teamwork, problem-solving, decision-making, and leadership. The candidate develops a certification portfolio using standards-based assessment data, evidence, and reflections on professional growth experiences.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Summarize knowledge, skills, strengths, and needs using performance indicators and rubrics
- Analyze the scope and depth of the problem solving work of a school system CEO
- Demonstrate growth toward meeting the standards for superintendent certification

Core Concepts, Knowledge, and Skills

- Characteristics of high performing schools
- Consensus building and conflict management
- Cultural competency
- District culture and climate
- Equity and excellence
- Fiscal and asset management
- Instructional leadership
- Organizational leadership
- Policy and governance
- Political and community leadership
- Problem solving
- Safe and effective learning environment
- State and federal laws and regulations
- Systemic alignment and autonomy
- Systems change and improvement
- Transformational leadership
- Visionary and strategic leadership

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 *My 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.

Course Assignments and Grading

CityU's Standard Graduate Rubric Scale

% of Grade	Graduate Percentage Scale	0.00 - 68.74%	68.75 - 86.24%	86.25 - 93.74%	93.75 - 100%
	Graduate Scaled Score	0.0 - 1.5	1.6 - 2.9	3.0 - 3.5	3.6 - 4.0
		Below Standard	Approaching Standard	At Standard	Exceeds Standard

Instructor Determined Assignments Including Participation (20% of Final Grade)

The description and rubric for Participation appear below. The instructor provides a description and rubric for other required assignments in this grading category.

Participation fosters interactive learning and meaningful synthesis of course content considering multiple perspectives and contexts. Candidates engage with faculty and classmates in a mix of synchronous and asynchronous activities that reflect the class's delivery mode (Online, Mixed-Mode, In-person). Examples of *synchronous* activities include in-person class discussions and activities, check-in conversations, webinars, and other activities that occur simultaneously in the same physical or electronic space and time. Examples of *asynchronous* activities include discussion forums, blogs, Wikis, and other remote interactions that develop over time. All forms of participation have expectations for timely and ample engagement, meaningful contribution, and professional communication. The faculty defines expectations for each form of engagement. The instructor scores Participation weekly.

Each week in an Online course requires participation in a Zoom class or discussion forum. For a timeline of these participation activities, see the Course Schedule.

- Discussion forums occur in the Discussion Board. Minimally, candidates respond to the prompt by Thursday, and reply by Sunday to two or more classmates' posts and to all candidates and faculty who have replied to their own post. Posts must indicate completion of learning activities, understanding of related concepts, and direct response to the prompt.

- Zoom classes appear on the course schedule and candidates are expected to attend as part of their Participation grade. Candidates earn full credit by preparing and participating actively in the synchronous class. When candidates have conflicts beyond their reasonable control that prevent them from participating in the live webinar, they may earn up to 75% of full credit by viewing the recording of the webinar and completing follow-up activity required by the faculty. *Class* attendance is required.
- Zoom sessions are extra, optional sessions, currently hosted in Zoom, and may be scheduled at the faculty's discretion on one or more topics of shared interest to the attending students. *Session* attendance is optional.

Components	% of Grade
Engagement	40%
Contribution	40%
Communication	20%
TOTAL	100%

Certification Portfolio (80% of Final Grade)

The portfolio provides evidence of competency in relationship to the State of Washington's Superintendent and Administrator Certification Standards. It is a documented record of the candidate's learning and accomplishments. It includes the candidate's reflections on his or her growth and achievements. The Evidence component includes a collection of resources and documents (artifacts) that describe the candidate's professional preparation and work. The portfolio has three categories: Evidence; Reflections; and Goals/Action Plans. Throughout the internship, the candidate will record his or her experiences and artifacts in the Evidence section. The artifacts linked to the evidence may include logged internship activities and written reflections, coursework and assignments, reports, publications, presentations, photographs, certificates, awards, appraisals, solicited and unsolicited letters of commendation and reference that document internship experiences and achievements. The evidence describes the intern's activities and growth in those areas designated by the Performance Standards for School Leaders (see the "Assessment & Portfolio" section of the Executive Leadership Program Handbook). The Intern writes the reflections section of the Evidence Component in collaboration with his/her mentor and coach to describe their evaluation of the intern's growth and rationale for future internship goals and action plans. The Goals/Action Plans section follows the reflection section. It too is a collaborative product developed by the intern, mentor, and coach. It is developed quarterly, and the goals and action plans are derived from a collaborative assessment of the candidate's skills, knowledge, experiences, and dispositions.

Deliverables in the final Certification Portfolio include:

- eJournal
- Formative and Summative Report – updated
- As many as three field-based artifacts per standard
- End of Year Reflections
- Mentor Evaluation for Internship III

- Field Supervisor Evaluation for Internship III
- Professional Growth Plan for Program Completion (on current PESB form)
- Other items listed on the Final Verification Form
- Field Supervisor Final Verification Form

Components	% of Grade
Knowledge and Skill Acquisition	25%
Organization and Artifacts	25%
Problem Solving	25%
Copy	25%
TOTAL	100%

Course Policies

Late Assignments

On-time completion and turn-in of assignments is the expectation, so plan your work accordingly. Late work will receive 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)

EOCEs are a university-wide assessment practice. The goal is 100% participation in all courses regardless of delivery mode. During the week before, week of, or week after the end of a course, you will be prompted through Blackboard to complete a standard 22-item survey. If you

miss or dismiss the pop-up request, you can access the survey through your Student Portal Page>Academic Affairs>Student Resources. Student feedback provides program administrators and faculty with data that inform course development, faculty development, and program change. Please participate actively in a process of continuous improvement by completing the EOCE for this course! Thank you.

Course policies on topics such as *Late Assignments*, *Participation*, and *Professional Writing* are found under *Course Information* in the online course menu. Students are responsible for reviewing and applying these policies while enrolled in this course.

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 the [CityU website](#) 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 behaviour 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 [CityU in Canada](#) website.

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 visit the [Disability Support Services](#) page in the my.cityu.edu portal or in the *Start Your Course Here* module in your course under *Support Services*. 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.

Online Tutoring

CityU students have access to free online tutoring offered through Brainfuse, including writing support, from certified tutors 24 hours a day, seven days a week. Visit the [Brainfuse](#) page on the my.cityu.edu portal for more information.