

EEA 677 Internship I

School of Education and Leadership

3 Credits

Effective Date: 1/1/2023

Grading Type: Pass / No Pass

Pre-requisites and Co-requisites – None

Permission Required for Registration

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 and course manager 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

In this Internship I course, interns who previously earned administrator certification apply and practice entry-level knowledge, skills, dispositions, and cultural competence to add certification(s) as P-12 principal, program administrator, and/or CTE administrator. The intern builds capacity for leadership by acquiring an expanding range of experiences in the field as assigned by the mentor and field supervisor and as guided by the standards and/or competencies relevant to the intern's certification role. The intern maintains a daily log and weekly reflection, prepares a portfolio as a collection of evidence, and demonstrates progress toward meeting or exceeding National Educational Leadership Preparation (NELP) Standards for Washington State certification as a principal or program administrator and/or the CTE Director Competencies (PESB) for Washington State certification as a CTE Director.

Course Resources

This course has no required textbooks. All resources required for the course can be accessed through the course shell or the program community (COM) shell.

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.

Program Outcomes

This course prepares interns to meet or exceed program outcomes, which are Washington State administrator certification requirements, by end of Internship III.

Principal and Program Administrator interns demonstrate the [National Educational Leadership Preparation \(NELP\) Building-Level Standards](#):

- Standard 1 – Mission, Vision, and Improvement
- Standard 2 – Ethics and Professional Norms
- Standard 3 – Equity, Inclusiveness, and Cultural Responsiveness, including PESB's CCDEI Standards (2022)
- Standard 4 – Learning and Instruction
- Standard 5 – Community and External Leadership
- Standard 6 – Operations and Management
- Standard 7 – Building Professional Capacity
- Standard 8 – Internship

Each of the NELP Standards has 2-4 components whose language appears in the portfolio rubric descriptors.

Career and Technical Education (CTE) Administrator interns demonstrate the [Career and Technical Education Director Competencies](#):

- I. CTE Directors will demonstrate the theoretical and technical knowledge, skills, and cultural competence required to lead CTE programs through:
 1. Development of a clearly articulated vision of learning
 2. Ability to develop a culture of coherent instructional programs
 3. Organization of operations for safe, efficient and effective learning environment
 4. Demonstration of family and community engagement
 5. Demonstration of ethics, integrity, and fairness in decision making
 6. Understanding of political, social, economic, legal, and culture context
 7. Development of a draft professional growth plan following a self-assessment, and completion of the internship program
- II. CTE Directors will demonstrate the technical skills and ability needed to make equitable decisions related to state and federal compliance and implementation of high quality CTE programs through:
 1. Development of overall CTE and program budgets in relations to district level budgets, including projection of FTE enrollment and alignment to revenue and expenditure requirements considering state and federal laws for permissible use
 2. Understand, analyze, and confirm validity of multiple data collection points required through multiple systems to demonstrate program effectiveness.
 3. Completion of state and federally required CTE reports including Perkins, CEDARS, P223, P210.
 4. Compiling program evidence in preparation for Consolidated Program Review, Methods of Administration, and State Auditor's Office audits and reviews.

5. Leading and organizing the annual review and approval of courses, teachers, and programs based on labor market data and advisory committee and school board approval
6. Building program and general advisory committees, demonstrating the ability to advocate for programs and build business and industry partnerships in collaboration to benefit CTE programs
7. Advocating for programs through marketing and community engagement efforts
8. Ensuring the alignment of CIP code to V code assignment
9. Managing the pursuit of additional state and federal funds to support CTE initiatives, by monitoring and evaluating grant completion, process, and procedures

Core Concepts, Knowledge, and Skills

- Academic achievement
- Accountability
- Advisory Committees
- Audits
- Budget
- Building leadership capacity
- Teacher Evaluation Framework(s): AWSP, CEL 5D+, Danielson, Marzano
- Career and Technical Education (CTE)
- Celebrating success
- Closing of school
- Community involvement
- Continual improvement
- CTE Advisory Committee (CTE cert. only)
- Cultural competence
- Data analysis
- Data-informed decision making
- Diverse student populations
- Efficient management
- Equity and Equality
- Evidence
- Evidence collection and presentation
- Human resources management
- Inclusiveness
- Law and compliance
- Learning environment
- Logging, reflection upon, and sharing leadership activities
- Multi-tiered systems of support (MTSS)
- 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
- Positive Behavior Interventions and Supports (PBIS)

- Professional associations
- Professional certification standards, including cultural competence
- Professional growth
- Professional growth team roles and responsibilities
- Program review, reporting and compliance (CTE cert. only)
- Public Relations
- Recognition
- Relationships
- Reporting
- Resourcing
- Restorative justice
- Scheduling
- School climate and culture
- 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 Pass / No Pass (P/NP) grading system, found in the current [University Catalog](#).

Graduate Values

	Pass (P)		No Pass (NP)	
	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Overall Score	92	85	75	0
Row Value				
Value Range	100-92	91-85	84-75	74-0
Decimal Range	4.0-3.7	3.6-3.0	2.9-2.0	1.9-0.0

Course Assignments and Grading

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

Internship I Portfolio (100% of Final Grade)

To document growth and leadership capacity relative to the relevant certification standards and requirements, interns build a certification portfolio using the program's adopted model to facilitate collection of evidence across all quarters of the internship. Principals/program administrator interns and CTE administrator use different portfolio models because their certifications focus on different standards.

~~The intern shares the portfolio in its entirety with field supervisor and program coordinators for the duration of the internship. To submit the portfolio assignment in Brightspace, the intern submits the portfolio's share link.~~

Portfolio components due at end of Internship I include:

- Profile – Information about the intern and internship placement
- Common Performance Tasks – All CPTs and/or a plan to complete all CPTs and/or CTE performance assessments
- 1-3 field-based artifacts per standard/competency
- Mentor Orientation Checklist
- Quarterly Reflections for Internship I
- eJournal – A log of the intern's daily leadership activities and weekly reflections upon growth as a leader, documenting hours required for certification, locations of experiences, principal hours during school, P-12 experiences, diverse experiences, and opening and closing of school experiences as required by the certification the intern is seeking. Interns reflect weekly in writing on culturally responsive practice and their growth as a leader.
- Formative and Summative Report with Internship I activities completed
- Field Supervisor Evaluation for Internship I
- Mentor Evaluation for Internship I

More detailed guidance about the portfolio, its structure and contents, strategies for collecting and presenting evidence, evaluation, sharing with field supervisor and program coordinators, and submitting the portfolio assignment, and related procedures can be found in the Internship I course shell and in the EEA COM shell for Principals, Program Administrators, and CTE Administrators.

Components – Principal or Program Administrator	% of Grade	Components – CTE Administrator	% of Grade
NELP Standards		CTE Director Competencies	
Standard 1: Mission, vision, and Improvement	10%	Competency 1.1 Vision of Learning	5%
		Competency 1.2 Culture of Coherent Instructional Programs	5%
Standard 2: Ethics and Professional Norms	10%	Competency 1.3 Safe, Efficient, Effective learning Environment	5%
		Competency 1.4 Family and Community Engagement	5%
Standard 3: Equity, Inclusiveness, and cultural Responsiveness	10%	Competency 1.5 Ethics, Integrity, Fairness	5%
		Competency 1.6 Political, Social, Economic, Legal, Cultural Context	5%
Standard 4: Learning and Instruction	10%	Competency 2.1 CTE and Program Budgets	5%
		Competency 2.2 Using Data to Demonstrate Program Effectiveness	5%
Standard 5: Community and external Leadership	10%	Competency 2.3 State and Federally Required CTE Reports	5%
		Competency 2.4 Evidence Preparation for Program Reviews and Audits	5%
Standard 6: Operations and Management	10%	Competency 2.5 Annual Review and Approval of Courses, Teachers, Programs	5%
		Competency 2.6 Advisory Committees, Program Advocacy, Partnership Building	5%
Standard 7: Building Professional Capacity	10%	Competency 2.7 Marketing and Community Engagement	5%
		Competency 2.8 CIP Code to V Code Alignment	5%
		Competency 2.9 Grant Funds	5%
Standard 8: Internship & Program Completion <ul style="list-style-type: none"> • eJournal • NELP Common Performance Tasks • Quarterly Reflections – NELP Standards • Summative Reflection • Formative and Summative Evaluation Report • Mentor and Field Supervisor Evaluations • Capstone Score Sheet 	30%	Program Completion: <ul style="list-style-type: none"> • eJournal • CTE Common Performance Assessments • Quarterly Reflections – CTE Director Competencies • Formative and Summative Evaluation Report • Mentor and Field Supervisor Evaluations • Capstone Score Sheet • PGP (Competency 1.7) • Field Supervisor Final Verification Form 	25%

<ul style="list-style-type: none"> • PGP • Field Supervisor Final Verification Form 			
TOTAL	100%	TOTAL	100%

Course Policies

Late Assignments

On-time completion and submission of assignments is the expectation, so candidates should plan work accordingly. Candidates who anticipate submitting work late because of circumstances beyond their reasonable control are expected to contact the instructor in advance, to explain the reason(s) for lateness, and to propose a revised due date. Late assignments that do not meet these communication requirements may be subject to a 10% deduction. This policy parallels professional workplace expectations that value on-time completion or advance communication that facilitates a revised timeline.

Participation

Whether in class, online, or in a mixed-mode setting, students receive grades and feedback 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. Faculty assess written work not only on relevance to the subject presented but also on professional oral and written communication and presentation.

Professional Writing

Follow the APA style guide for written work 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. Assignments must be word processed and proofread. We strongly recommend that candidates 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.

Mid-course Feedback

The program requests all students give their faculty mid-course feedback as a means of confirming positive learner experience and identifying adjustments needed during the last half of the course. The Mid-course Feedback survey uses the same questions as the university's End of Course Evaluation and may be located between Modules 5 and 6.

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 [Title IX](#) portal page 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 the [CityU website](#) under the Policies section or 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 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 mycityusupport@cityu.edu to request a user name and password.