



Syllabus

School of Education and Leadership **EEA 644: Leadership Internship III**

3 Credits
Effective: Winter 2021

*Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA 7 Style Guide tutorial for a list of resources that can help you use APA 7 style.*

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

Like the second leadership internship, the third internship is a mentored, integrated, and sequential field experience planned by the student, the university field supervisor, and the district mentor. The intern applies theory to the real life of the school while learning the leadership roles and responsibilities of the principal, counsellor, curriculum leader or other school leader. Internship II engages the intern in applying and practicing the entry level knowledge, skills, and dispositions of educational leaders at the school and district levels. Interns build capacity for leadership through activities in the field assigned by the mentor and feedback on those activities. The intern maintains a daily log and weekly reflection, and assesses progress toward mastery of entry level knowledge and skills.

COURSE RESOURCES

- Standard, competencies, and/or dimensions of leadership as outlined by the applicable Canadian provincial/territory government regulations for K-12 education
- Bushe, G. (2009). Where interpersonal mush comes from and what it does to organizations, chapter 1. In G. Bushe, *Clear leadership: Sustaining real collaboration and partnership at work (Rev. ed)*. Mountainview, CA: Davis Black.
- Goleman, D. (2004). [What makes a great leader?](#) *Best of Harvard Business Review*, January 2004, 82–91.
- James, C. (2010). The psychodynamics of educational change. In A. Hargreaves et al. (Eds.), *Second international handbook of educational change*. Dordecht, NL: Springer.
- Montebello, S. (2008). *Journeying to the heart of schools: Dwelling in time, place, and intimacy*. Doctoral dissertation Simon Fraser University, Burnaby, British Columbia. Retrieved from: <http://summit.sfu.ca/item/8850>
- See instructor suggested supplementary resource list for this course

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

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 at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Critical thinking and information literacy

COURSE OUTCOMES

In this course, learners:

- Utilize assessment and appraisal techniques for students and staff in school settings.
- Collaborate with staff, students, families and community in the implementation of educational initiatives and continuous school improvement.
- Demonstrate visionary and strategic leadership
- Engage in self reflection and personal professional growth planning.
- Recognize and reflect on the roles and responsibilities of the school leaders, including legal and ethical issues.
- Through data driven research, develop and evaluate strategies and/or systems to support a significant educational issue/project relevant to leadership and continuous school improvement.

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Collaboration
- Communication
- Continuous improvement
- Data informed decision-making and goal setting
- Dispersed leadership and delegation
- Ethical and visionary leadership
- Leadership dimensions and standards
- Multi-dimensional assessments
- Team and community building

OVERVIEW OF COURSE GRADING

The grades earned for the course will be PASS or FAIL.

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Preparedness and Participation	20%

Field Experience	25%
Field Experience Reflections	25%
Professional Portfolio	30%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

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

Preparedness and Participation

Preparedness and participation is essential because the information, knowledge, skills and expertise candidates exchange with peers and instructors contributes toward a strong learning community. It is highly important that candidates be prepared and actively participate in the school community.

<i>Components</i>	<i>% of Grade</i>
Required activities/readings/coursework completed	35%
Preparation	30%
Participation in discussions	35%
TOTAL	100%

Field Experience

The mentor may be a principal, vice-principal, superintendent or designate, or professor of the leadership dimensions. In addition to or as part of the duties that may be assigned by the mentor, candidates will participate in activities in the assigned school or district that allow them to learn the leadership role. The leadership role has an emphasis on the standard, competencies, and/or dimensions of leadership as outlined by the applicable Canadian provincial/territory government regulations for K-12 education.

<i>Components</i>	<i>% of Grade</i>
Mentor Evaluation	70%
Supervisor Evaluation	30%
TOTAL	100%

Field Experience Reflections

Field experience reflections are a continuous record of candidate's experiences and growth during the internship. Reflections will be submitted to the supervisor at the end of each quarter. The journal consists of two parts:

1. The first is an activity log with daily or weekly entries to show the types of activities candidates are involved in and the amount of time given to each. The log will include the time and activities in schools, or other educational environments, and with diverse populations. This log is the official documentation of the required number of internship hours, a minimum of 40 hours for each internship credit hour. Activities should be cross-referenced against the standard, competencies, and/or dimensions of leadership as outlined by the applicable Canadian provincial/territory government regulations for K-12 education. This log can be used as a self-monitoring tool to help candidates assess the scope of intern activities and relative time committed to various components of the internship.
2. The second part is reflection, in writing, on the candidate's observations, how the theory and skills from coursework were applied, and what was learned from the experience. Reflections are not summaries. They require thoughtful analysis, insight, and synthesis based on academic learning and participation in leadership experiences in this internship. In the course of the internship, candidates will grow in their ability to assess individual strengths and weaknesses related to their own leadership role and to transfer that analysis into a strong and insightful personal growth plan.

<i>Components</i>	<i>% of Grade</i>
Log organization	20%
Reflections	60%
Clarity of expression	20%
TOTAL	100%

Professional Portfolio

The professional portfolio documents and validates the internship. It provides evidence of application of the internship proposal and reflections. The portfolio will show evidence of growth over time. Candidates will be able to draw from this portfolio as they prepare for leadership positions. From time to time candidates will be provided with assessment instruments and other information to use in data collection, analysis, or planning which may become a part of the portfolio.

Integral components of the portfolio are:

1. A Growth Plan
2. A Vision/Mission Statement and Platform
3. Definitions of and Reflections on Leadership
4. Reflections on Communications and Counselling
5. Reflections on Curriculum
6. Reflections on Supervision and Instructional Leadership

- 7. Reflections on Readings/Fourfolds
- 8. Use of Innovations and Technology
- 9. Internship and Internship Projects
- 10. Research Project or Thesis

The final exit portfolio will include the action research project or thesis document.

<i>Components</i>	<i>% of Grade</i>
Quality and clarity in portfolio presentation	40%
Reflections	50%
Writing elements	10%
TOTAL	100%

COURSE POLICIES

Late Assignments

[INSTRUCTOR TO COMPLETE]

Participation

Students taking courses in any format at City University of Seattle are expected to be diligent in their studies and attend class regularly. Regular class attendance/academic engagement is important in achieving learning outcomes in the course and correlates with participation. As such, attendance and participation are a consideration in determining the final grade.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style (APA 7th edition).

University Policies

You 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 Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

Non-Discrimination & Prohibition of Sexual Misconduct

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 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 <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 in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

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 found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments 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 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 206.2369.4752 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 your 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 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.

