



ED_AD 590
Administrative Internship
1-6 Credits

NELP Standards

Standard 8 – See Common Performance Tasks for inclusion of NELP standards 1-7

Since Time Immemorial Standards/Components

Common Performance Tasks 2 and 4 ask that attention to Native American/Indigenous students be a focus of investigation/intentional work and reflection; students will be required to include activities, data analysis, advocacy, and reflection in their responses/submitted task project/written work.

Social/Emotional Learning Standards/Components

SEL Component: Intrapersonal habits of reflection and growth

SEL Component: Interpersonal Support and Development for Staff

- **Fall** joint Seminar on mandated reporter responsibilities including self-care after a traumatic event.
- Seminar topic(s) focused on intra- and inter-personal leadership growth and development
- One-on-one meetings between intern and university supervisor reflecting on internship experiences, problem solving, supporting completion of internship tasks, and other issues as they arise.

CCDEI+ Standards/Components

Common Performance Tasks 2 & 4 ask that attention to currently marginalized student groups (e.g. students of Color, emergent bilingual students, students living in poverty, immigrant/refugee students, students with disabilities, LGBTQ students, Native American/Indigenous Peoples, and others) be a focus of investigation/intentional work and reflection; students will be required to include activities, data analysis, advocacy, and reflection in their responses/submitted task project/written work.

CCDEI+ Component: Understanding Self & Others

- “Understanding self [as] an ongoing process of reflection and learning so that educators can adapt to meet the needs of others.” (From CCDEI+ Standard Description)
- “Educators engage in ongoing learning about others and question their own assumptions.” (From CCDEI+ Standard Description)
- “Educators respond to others in ways that are asset-focused and flexible, changing their approach as the need arises.” (From CCDEI+ Standard Description)

Interns will discuss, research, write, and lead the work for the completion of Tasks 1, 2, and 4, and the write-up documenting their Task work.

Spring joint Seminar Guest speakers around CCDEI+ with concluding discussion and/or reflection.

CCDEI+ Component: Leading for Educational Equity

- “Educators analyze and reflect on their strengths, biases, and privileges to advance cultural competency, diversity, equity, and inclusion.” (From CCDEI+ Standard Description)
- “Educators consistently work to improve the education system for historically underserved students, families, and communities.” (From CCDEI+ Standard Description)
- “Educators aim to identify and change policies and practices that harm students, families, and communities (e.g. zero-tolerance policies, punitive classroom management practices, disproportionality in discipline, etc.).” (From CCDEI+ Standard Description)

Interns will discuss, research, write, and lead the work for the completion of Tasks 1, 2, and 4, and the write-up documenting their Task work.

Common Course Readings (Required and Supplemental)

List of Potential Readings for Since Time Immemorial Standards/Components

- Brayboy, B. M. J., & Lomawaima, K. T. (2018). Why don't more Indians do better in school? The battle between U.S. schooling & American Indian/Alaska Native education. *Daedalus*, 147(2).
https://doi.org/10.1162/DAED_a_00492
- Garcia, J. (2019). Critical and culturally sustaining Indigenous family and community engagement in education. In Sheldon, S. & Turner-Vorbeck, T. A. (Eds.), *Handbook of family, school, community partnerships in education* (pp. 71-90). Wiley-Blackwell.
- Rawlings, A. (2018). Since Time Immemorial: Tribal sovereignty education in Washington State. *Harvard Law and Policy Review*. <https://journals.law.harvard.edu/lpr/2018/11/15/since-time-immemorial-tribal-sovereignty-education-in-washington-state/>
- Since Time Immemorial Curriculum. <https://ospi.k12.wa.us/student-success/resources-subject-area/john-mccoy-lulilas-time-immemorial-tribal-sovereignty-washington-state>
- Tobin, T. J. (2020). Indian education in the Northwest. In Jacob, M.M., & RunningHawk Johnson, S. (Eds.), *On Indian ground: A return to Indigenous knowledge: Generating hope, leadership, and sovereignty through education, The Northwest* (pp. 1-20). Information Age Publishing.

List of Potential Readings for Social/Emotional Learning Standards/Components

- Alessandra, T. (2015). *The platinum rule*. Alessandra and Associates.
- Arredondo-Rucinski, D. E. (2005). Standards for reflective practice. In S. Gordon (Ed.), *Standards for instructional supervision: Enhancing, teaching and learning*. (pp. 77-90). Eye on Education.
- Arredondo, D. E., Brody, J. L., & Zimmerman, D. P. (1995, June). Helping teachers use *Dimensions of Learning* in their classrooms. A professional development institute for principals and instructional leaders on transformational supervision for the Association for Supervision and Curriculum Development. Toronto, Ontario, Canada.
- Benson, J. (2021). *Improve every lesson plan with SEL*. ASCD.
- Blanchard, K., Zigarmi, P., & Zigarmi, D. (1999). *Leadership and the One Minute Manager: Increasing effectiveness through situational leadership*. Harper Collins.
- Covey, S. R. (2020). *The 7 habits of highly effective people* (30th anniversary ed.). Simon and Schuster.
- Cowin, K. M. (2021). Creating and facilitating co-mentoring circles: A guide. In E. H. Reames & L. J. Searby (Eds.). *The art and science of mentoring: A festschrift in honor of Dr. Frances Kochan* (pp. 87-100). Information Age Publishing.

- Cowin, K. M. (2021). Pandemic lessons: Yes, you can create co-mentoring circles over Zoom. *Chronicle of Mentoring and Coaching*, 14, 164-170.
- Crucial Conversations (David Kennedy Seminar). https://da.cruciallearning.com/crucial-conversations-md/?utm_source=google&utm_medium=paid-search&utm_campaign=PPC-GO_course-MD_search-brand&gclid=Cj0KCQiAyMKbBhD1ARIsANs7rEErep7YjxvZzqCY3wP4CwsrJGkHt_4AV8M1gVc3b4IxOS6PNQuydtcaApk-EALw_wcB
- Deal, T. E., & Peterson, K. D. (2016). *Shaping the school culture* (3rd ed.). Jossey-Bass.
- Fellers, P., & Gritzmacher, K. (1985). *Alphabet soup. A complete curriculum for the first week of school*. TOPS Learning Systems.
- Fisher, R., & Ury, W. (with Patton, B.) (2011). *Getting to yes: Negotiating agreement without giving in* (Revised ed.). Penguin Books.
- Fordham Foundation. (Aug. 2021). <https://fordhaminstitute.org/sites/default/files/publication/pdfs/20210811-how-sell-sel-parents-and-politics-social-emotional-learning.pdf>
- Gibbs, J. (2006). *Reaching all by creating Tribes Learning Communities* (30th anniversary ed.). CenterSource.
- Guo, K. L. (2008). DECIDE: A decision-making model for more effective decision making by health care managers. *The Health Care Manager*, 27(2), 118-127.
- Hughes, P. M. (2004). *Gracious space: A practical guide for working better together*. The Center for Ethical Leadership.
- Jones, V. (2012). *Comprehensive classroom management: Creating communities of support and solving problems* (10th ed.). Pearson.
- Kohn, A. (2006) *Beyond discipline: From compliance to community* (10th ed.). ASCD.
- Manji, I. (Nov. 19, 2021). *A guide to diffusing charged conversations with parents*. <https://www.edweek.org/leadership/opinion-a-guide-to-diffusing-charged-conversations-with-parents/2021/11>
- Maryanski, M., Skerriitt, N., & Hoffman, C. (2005). *Leaders influencing teaching and leaders*. Principal Inservice. Federal Way, WA . (A framework for leading through difficult conversations: SPACE).
- Platt, R. (2019). What's love got to do with it? Simple but effective relationship-building strategies to help students struggling with trauma. *Educational Leadership*, 77(2), 42-46.
- Robins, P. M., & Alba, H. B. (2014). *The principal's companion: Strategies to lead schools for student and teacher success* (4th ed.). Corwin.
- Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Teachers College Record*, 104, 842-866.
- Saphier, J., Bigda-Peyton, T., & Pierson, G. (1989). *How to make decisions that stay made*. ASCD.
- Slade, S., & Gallagher, A. (2021). 'A culture of care': How schools can alleviate educator stress this year. https://www.edweek.org/teaching-learning/opinion-creating-a-culture-of-care-during-complicated-times/2021/09?utm_source=nl&utm_medium=eml&utm_campaign=popweek&utm_content=list&M=63872933&U=2649853&UUID=b432b95b3dd5fbc04c2a64456a6c42ea
- Tomlinson, C. A., & Murphy, M. (2018). The empathic school. *Educational Leadership*, 75(6), 20-27.
- Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher*. Harry K. Wong Publications.
- Zachary, L. J., & Fischler, L. A. (2014). *Starting strong: A mentoring fable: Strategies for success in the first 90 days*. Jossey-Bass.

List of Potential Readings to Select From for CCDEI+ Standards/Components

- Aguilar, E. (2020) *Coaching for equity*. (1st ed.). Jossey Bass.
- Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. The New Press.
- Banaji, M. R., & Greenwald, A. G. (2016). *Blindspot: Hidden biases of good people*. Bantam Books.
- Barron, L., & Kinney, P. *We belong: 50 strategies to create community and revolutionize classroom management*. ASCD.
- Bausch, L. (2003). Just words: Living and learning the literacies of our students' lives. *Language Arts*, 80(3), 215-222.
- Bennett, M. (2019). *Things that make white people uncomfortable*. Haymarket Books.
- Esmail, A. (2017). *Perspectives on diversity, equity, and social justice in educational leadership*. Rowan & Littlefield Publishers.
- Fisher, R., & Ury, W. (with Patton, B.) (2011). *Getting to yes: Negotiating agreement without giving in* (Revised ed.). Penguin Books.
- Freeman, J. (Ed.). (2017). *Tales of two Americas: Stories of inequity in a divided nation*. Penguin Books.
- Gino, A. (2015). *George*. Scholastic.
- Gratz, A. (2017). *Refugee*. Scholastic Press.
- Hadjistassou, S. K. (2008). Deficit-based education theory. In J. González (Ed.), *Encyclopedia of Bilingual Education*, Vol.1 (pp. 218-222). Sage.
- Kowalski, T.J. (2010). *The school principal: Visionary leadership and competent management*. (1st ed.). Routledge Press
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant teaching. *Theory into Practice*, 34(3), 159-165.
- Luiselli, V. (2017). *Tell me how it ends: An essay in forty questions*. Coffee House Press.
- Moll, L., Amanti, C., Neff, D. & González, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.
- Newcomer, S. N. (2019). "Who we are today": Latinx youth perspectives on the possibilities of being bilingual and bicultural. *Journal of Language, Identity, and Education*. (Online-first version released on October 15, 2019: doi: 10.1080/15348458.2019.1655426.)
- Newcomer S. N., & Cowin, K. M. (2018). Journey of a culturally responsive, socially just leader. *Journal of School Leadership*, 28(4), 488-516.
- Noah, T. 2019). *Born a crime: Stories from a South African childhood*. Spiegel and Grau.
- Northouse, P. G. (2022). *Leadership: Theory & practice*. Sage.
- Orenstein, P. (2000). *Schoolgirls: Young women, self-esteem, and the confidence gap*. Anchor Books.
- Rodela, K. C., & Bertrand, M. (Eds.). (2022). *Centering youth, family, and community in school leadership: Case studies for educational equity and justice*. Routledge.
- Sprenger, M. (2020). *Social emotional learning and the brain: Strategies to help your students thrive*. ASCD.
- Tatum, B. D. (2017). *Why are all the Black kids sitting together in the cafeteria?: And other conversations about race* (20th anniversary ed.). Basic Books.

Common Course Assessment Tasks

See WCEAP Common Tasks 1, 2, 3, and 4 directions. Seminar activities will stress that students:

- Discuss and highlight the work completed in ED_AD 516 and Ad 583 focused on the Since Time Immemorial curriculum and how this course work in ED_AD 516 and ED_AD 583 can be incorporated into the Task projects for Tasks 2 and 4.
- To the extent practicable, the students will incorporate the Since Time Immemorial curricular elements into their final writing for Tasks 2 and 4.
- Review requirements and responsibilities of building leaders to ensure that *Since Time Immemorial: Tribal Sovereignty in Washington State* or other tribally-developed curriculum is delivered with fidelity. Discuss in seminar and one to one monthly conferences with internship supervisor how this can be integrated into Task 2 and/or Task 4 projects.

Related Field Components

- See syllabi and handbook for details of Portfolio completion process
- Each Intern Seminar has a detailed agenda
- Interns will be encouraged to subscribe to *Education Weekly*. \$35 for six months (digital version)
- Interns will complete a Self-assessment Planning document (see Required Portfolio Form B) that will be used in a dialogue process with their University Supervisor, and Principal Mentor (for Principal Candidates) or School District Mentor (for Program Administrator Candidates), to plan their internship studies and activities
- In the Seminar and/or individual discussions with Interns, Interns will review all sets of NELP standards, Program Standards (SEL, CCDEI+, Since Time Immemorial), WCEAP Common Performance Tasks and Rubrics

Common Course Scoring Rubric

See WCEAP Common Task Assessment Rubric