GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
EDUCATION LEADERSHIP PROGRAM

EDLE 791, Section 001, Spring 2010
Internship in Education Leadership

Instructor: Bonnie Pfoutz, Ed.D.
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Office Hours: Monday 3-5PM

Schedule Information

Meeting Times: Monday, 7:20-10:00 PM

All students are expected to attend every class session. Personal problems that prevent students from attending class should be reported ahead of time to the instructor via telephone or e-mail.

Location: Engineering Building 1107

Course Description

EDLE 791: Prerequisites: admission to program and EDLE 620; Co-requisite: EDLE 690. Course must be taken in second term of program. Offers wide range of practical experiences and professional challenges in authentic educational settings. Activities emphasize strategic, instructional, organizational, political, and community leadership.

National Standards and Virginia Competencies
Virginia Department of Education Competencies for Administrators
1a- Knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including;

(1) Principles of student motivation, growth, and development as a
foundation for age- and grade-appropriate curriculum, instruction, and
assessment;
(2) Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning
(3) Planning, implementation, and refinement of standards-based curriculum aligned with instruction and assessment;
(7) Identification, analysis, and resolution of problems using effective problem-solving techniques; and

1b. Knowledge, understanding and application of systems and organizations, including;
(1) Systems theory and the change process of systems, organizations and

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individuals, using appropriate and effective adult learning models;
(2)Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;
(4) Using data as a part of ongoing program evaluation to inform and lead change

1c. Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including;
2) Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community;
(5) Principles and issues related to school facilities and use of space and time;

1e. Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including;
(2) Integration of high quality, content rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community;
(5) Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.

1f. Knowledge understanding and application of basic leadership theories and influences that impact schools including;
(4) Identify and apply the processes of educational policy development at the state, local, and school level;
(5) Identify and demonstrate ways to influence educational policy development at the state, local, and school level.

1g. Embedded learning strategies for improved student learning totaling at least 120 clock hours including;
(1) Experiential activities that complement, implement, and parallel the university curriculum; and
(2) Activities that emphasize student work with practical application that shall take place in the internship, the practicum field experience, as well as throughout the university program.
2. Complete   a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship shall be focused on learning for all students and shall occur in a public school or accredit nonpublic school;

2. Complete   a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship shall be focused on learning for all students and shall occur in a public school or accredit nonpublic school; and

3. Satisfy the requirements for the school leaders licensure assessment prescribed by the Board of Education (Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.)

Course Goals

All candidates seeking state licensure as a school administrator or supervisor are required by both the state and other accrediting agencies to complete a standards-based internship. The internship provides opportunities to apply theory to practice within a broad range of leadership and administrative tasks. The central focus of the internship is on <u>planning</u>, <u>experiencing</u>, and <u>reflecting</u> on major responsibilities in school administration and supervision. The internship focuses on the development of skills in the six areas defined within the ELCC standards for school leaders.

Students registered for EDLE 791 should be taking **EDLE 690 – Using Research to Lead School Improvement,** or should have already completed this class. (As a culminating activity in the EDLE 690 class, students develop a plan for implementing a school improvement project that becomes the capstone field experience within their internship.)

Enrollment in the internship must total not fewer than three credit hours, representing a minimum of 320 clock-hours of field-based internship experiences. The completion of the internship takes place over a period of *not fewer than* twelve months. EDLE 791 shows up on your transcript as an "in progress" (IP) class until the internship is completed.

One of the distinctive features of the internship within the EDLE program is that it is designed based on a self-assessment of leadership competencies and career objectives. Although students' experiences in the internship may be similar, no two internships need be identical.

Your internship plan is based on dialogue with your internship supervisor and site supervisor, and your assessment of the leadership experiences that best demonstrate your knowledge and ability to perform the leadership proficiencies embodied in the ELCC standards.

A main goal of the initial semester of EDLE 791 is completion of the internship plan. Plans are based on ELCC standards (see Internship Manual, Appendix A). Approval of the internship plan marks the candidate's admission to clinical practice in the EDLE program. Candidates <u>must</u> receive approval of their internship plan from their internship advisor <u>before</u> they may begin to enact their internship plan.

Textbook(s) and/or Readings:

Internship Manual, version 4.4 (Spring 2009)

Osterman, K.F., & Kottkamp, R.B. (2004). *Reflective Practice for Educators* (2nd ed).   Thousand Oaks, CA: Corwin Press. (ISBN 0-8039-6801-9)

Course Expectations and Requirements

Specific requirements in the internship are described in detail in the Internship Manual. These include the following:

1. The intern will understand and demonstrate proficiencies and dispositions consistent with the ELCC Standards for School Leaders.

2. The intern will work with their site supervisor and other school leaders to prepare an Internship Plan that describes field experiences the intern will pursue in order to demonstrate his/her development of the range of leadership proficiencies associated with each standard. The

internship plan will include enactment and evaluation of the School Improvement Project planned during completion of EDLE 690.

3. The intern will implement the internship plan (previously approved by Advisor). During implementation, the intern will maintain up-to-date records, including internship hour verification; frequent reflective journal entries demonstrating growth and understanding; and compilation of artifacts reflecting accomplishments.

   Internship activities will result in a minimum of 320 clock-hours of field-based experience. Experiences should include a balance of activities, some of which will be outside of the primary area of assignment. Experiences must be completed and described in the reflective journal in at least three of the four areas of assignment (high, elementary, middle, and/or central office). At least 40-hours must be logged in each of the secondary assignments.

4. The intern will participate in at least 1 meeting with the university advisor per semester.

5. The intern will complete a portfolio (collective record) of internship accomplishments. The preparation of the collective record is an ongoing and culminating part of the internship experience. The final (presentation) version of the collective record will be done using Taskstream.

6. It is strongly suggested that the intern schedule and participate in a mid-term performance review with the intern supervisor.

7. The intern will seek guidance and feedback from the site supervisor throughout completion of field experiences, and solicit a summative assessment in the form of the *Evaluation of Student Intern*, which is completed by the site supervisor at the end of the internship.

8. The intern will present the web-based collective record to the university supervisor upon completion of all requirements. An individual meeting will be conducted to discuss the record and internship experiences prior to completion of the course.

Failure to meet any of these requirements will result in a failing grade or an extension of the internship (which may include the intern having to register for an additional 3-hour graduate course).

Relationship of Course to Program Goals
EDLE 791 student outcomes and activities are directly related to all ELCC Standards and the following program goals:
1- Study and application of theories
2- Reflective practice
3- Improvement of communication skills
4- Development of skills in bringing about change
5- Utilization of technology as a management tool

GSE Syllabus Statements of Expectations
The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

- Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

- Each student must complete registration for the course and provide full payment for tuition before beginning the first class.

<u>Grading</u>

The internship is a pass/fail course. Students will be graded at the end of the internship. An "IP" will be issued each semester (indicating that work on the internship is in progress) until all requirements have been met.

Course Timeline
Spring 2010

January 25, 2010   Introductions
Review of Internship Manual
Begin Shadowing Assignment
What are the ELCC Standards Anyway?
Disposition 360 activity is started.

Required for class:
     Internship Manual Printed out
     Syllabus printed out
     Reflective Practice **Book**

February 22, 2010   Site supervisor is identified.
Internship Application Completed
Discuss activities for Standards 1, 2
What is "Reflective Practice"?
Required for class:
     Complete R*eflective Practice* **Reading**
     Internship Application Completed
     Shadowing Assignment

March 1, 2010   Discuss activities for Standards 3, 4
Discuss 360 Assignment
Required for class:
     360 Assignment
     Draft of Plan for Standards 1, 2

March 8, 2010 –GMU Spring Break
March 15, 2010 – No Class
March 18, 2010- Spring Leadership Conference

April 5, 2010   Discuss activities for Standards 5, 6
Required for Class:
     Revised Plan for Standards 1, 2
     Draft Plan for Standards 3, 4

April 12, 2010   Individual or small group meetings to review total plan
April 19, 2010   Individual or small group meetings to review total plan
April 26, 2010   Individual or small group meetings to review total plan

May 3, 2010   **Approved Copy of internship plan signed by site supervisor due to Dr. Pfoutz**

May 2010- April 2011   **Internship**
Each student will pace his/her internship activities to log approximately 20-30 hours per month, for a year long total of <u>at least</u> 320 intern hours.

-     **Internship Meetings**

June 2010	Students should attend *at least* one group and one individual meetings, beginning with the first group meeting in September 2010. The individual meetings will be scheduled in fall 2010 and spring 2011 (depending upon the schedule needs of the Instructor and individual students).At least one individual meeting must be a site visit.
May 2010 - April 2011	**Monthly Internship Updates** Each student will submit monthly summaries of internship hours, which include a brief description of leadership activities and reflective journal entries, beginning with the first submission in July or August, 2009. Monthly reports are due by the 5th of the following month.
November 2010	Students should begin to upload material into the **Taskstream** template for the presentation version of the Collective Record. Students should revise, complete and post **Platform of Beliefs**.
April - June 2011	Each student will schedule an appointment for a review of the Collective Record. The completed record must be available for the advisor to review at least six weeks prior to the scheduled appointment. The review shall take place during April (spring graduation) or May/June (summer graduation) of 2010.

Each internship experience is to be completed and the collective record submitted to the instructor no later than May 3, 2012. An extension of the internship beyond this date may result in the intern having to enroll and pay tuition for an additional 3-graduate hours.

In _____'s <u>behavior</u> and <u>actions</u> as a leader in my school, there is <u>tangible evidence</u> that s/he believes in, values, and is committed to…

	strongly disagree				agree strongly
Standard 1 – Vision					
the educability of all	1	2	3	4	5
a school vision of high standards of learning	1	2	3	4	5
continuous school improvement	1	2	3	4	5
the inclusion of all members of the school community	1	2	3	4	5
ensuring that students have the knowledge, skills, and values needed to become successful adults	1	2	3	4	5
a willingness to continuously examine one's own assumptions, beliefs, and practices	1	2	3	4	5
doing the work required for high levels of personal and organization performance	1	2	3	4	5
Standard 2 – Student Learning, Success of all students					
student learning as the fundamental purpose of schooling	1	2	3	4	5
the proposition that all students can learn	1	2	3	4	5
the variety of ways in which students can learn	1	2	3	4	5
life long learning for self and others	1	2	3	4	5
professional development as an integral part of school improvement	1	2	3	4	5
the benefits that diversity brings to the school community	1	2	3	4	5
a safe and supportive learning environment	1	2	3	4	5
preparing students to be contributing members of society	1	2	3	4	5
Standard 3 - Management					
making management decisions to enhance learning and teaching	1	2	3	4	5
taking risks to improve schools	1	2	3	4	5
trusting people and their judgments	1	2	3	4	5
accepting responsibilities	1	2	3	4	5
high-quality standards, expectations, and performances	1	2	3	4	5
involving stakeholders in management processes	1	2	3	4	5
a safe environment	1	2	3	4	5

In _____'s <u>behavior</u> and <u>actions</u> as a leader in my school, there is <u>tangible evidence</u> that s/he believes in, values, and is committed to…

	disagree strongly				agree strongly

Standard 4 – School community

schools operating as an integral part of the larger community	1	2	3	4	5
collaboration and communication with families	1	2	3	4	5
involvement of families and other stakeholders in school decision-making processes	1	2	3	4	5
the proposition that diversity enriches the school	1	2	3	4	5
families as partners in the education of their children	1	2	3	4	5
the proposition that families have the best interests of their children in mind	1	2	3	4	5
resources of the family and community needing to be brought to bear on the education of students	1	2	3	4	5
an informed public	1	2	3	4	5

Standard 5 – Ethics

the ideal of the common good	1	2	3	4	5
the principles of the Bill of Rights	1	2	3	4	5
the right of every student to a free, quality education	1	2	3	4	5
bringing ethical principles to the decision-making process	1	2	3	4	5
subordinating one's own interest to the good of the school community	1	2	3	4	5
accepting the consequences of upholding one's principles and actions	1	2	3	4	5
using the influence of one's office constructively and productively in the service of all students and their families	1	2	3	4	5
development of a caring school community	1	2	3	4	5

Standard 6 – Social context

education as a key to opportunity and social mobility	1	2	3	4	5
recognizing a variety of ideas, values, and cultures	1	2	3	4	5
importance of a continuing dialogue with other decision makers affecting education	1	2	3	4	5
actively participating in the political and policy-making context in the service of education	1	2	3	4	5
using legal systems to protect student rights and improve student opportunities	1	2	3	4	5

INTERNSHIP APPLICATION

Dear Internship Site Supervisor:

The intern presenting this letter to you is requesting that you provide professional guidance as <u>site supervisor</u> for his/her internship in the Education Leadership Program at George Mason University's College of Education and Human Development. It is our hope that this arrangement will be mutually beneficial, as we require interns to address "real life" experiences and situations at their assigned sites.

The requirements and protocol for Education Leadership interns are explained in the internship handbook, which your assigned intern can share with you. As the site supervisor, we ask that you <u>review your intern's plan</u> very carefully and indicate your approval to the intern. We also require that you complete the <u>evaluation of student intern form</u> (Appendix F in the handbook) after your intern has fully implemented his/her internship plan. This evaluation should be shared with and given to the intern. It will be included as part of each intern's Collective Record of internship activities.

One of the purposes of the internship program is to provide opportunities for our students to apply their skills and knowledge in authentic situations under the leadership of experienced professionals. Your willingness to participate in this aspect of our licensure program is extremely important to the future success of our interns, our schools, and the children we serve. I encourage you to nurture a mentoring relationship with the intern under your supervision to make the experience as rich and rewarding as possible. Making yourself available to the intern on a regular basis is a big part of that process. Meeting with your intern once or twice a month would be most appreciated; weekly would be ideal.

If you agree to serve as site supervisor, **please sign and date the intern's Education Leadership Internship Application Form**. We sincerely appreciate your assistance in helping us to develop outstanding candidates for school leadership positions. We invite your review and comments regarding any phase of the internship as we continue to revise our programs to meet the needs of the individuals and school divisions in our region. Please feel free to contact me any time via e-mail (bpfoutz@gmu.edu) or by telephone (703.536-1693).

Thanks again for your help with the internship experience.

Sincerely,

Bonnie Pfoutz, Ed.D
Assistant Professor, University Supervisor

EDUCATION LEADERSHIP INTERNSHIP APPLICATION FORM
GEORGE MASON UNIVERSITY
College of Education & Human Development

Ms./Mr. _____   ____Fall   20____
           Last   First   Middle   ____Spring   20
                                              __X__Summer 2009____

_____
Home Address: Street, City, State & Zip   Home Telephone

_____
Work Address: Street, City, State & Zip   Work Telephone

E-Mail Address: _____@gmu.edu

Intern's GMU ID# G_____

Primary Site*:_____
                    Name of Site   Telephone

School Division/district: _____

School Address:_____
                  Street   City & State   Zip Code

        Dr.
Site   Mr.
Supervisor: Ms._____   _____
               Name (Please print)   Work Telephone

               _____   _____
               Position   E-Mail Address

               _____   _____
               Signature   Date

Intern: _____   _____
               Signature   Date

University Supervisor:_____Dr. Pfoutz_____
                   Name (Please print)

               _____   _____
                Signature   Date

*Please list all additional internship sites on the back of this form.

Internship Plan

Standard	Skill and experience areas	Proposed activities
Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.	• Vision/mission • Strategic planning • Data collection and analysis • Effective communication • Negotiation/consensus building • Collaborative decision making	
Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.	• Analyzing the curriculum • School/program scheduling • Supervision of instruction • Learning/motivation theory • Learning technology • Evaluation of student achievement/testing • Supervision of co-curricular activities • Staff development/adult learning • Change processes • Student discipline • Student services	
Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	• General office administration • School operations/policies • Facility maintenance / administration / safety and security • Student transportation • Food services • Personnel procedures • Supervision of the budget • School / program scheduling • Collaborative decision making	

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	• Community / public relations • Parent involvement • Climate for cultural diversity • Community / business involvement and partnerships	
Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.	• Position goals and requirements • Philosophy / history of education • Ethics • Interpersonal relations	
Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	• School board policy and procedures, state and federal law • Federal programs administration • Issues and conflict resolution • Current issues affecting teaching and learning • Professional affiliations and resources • Professional library	