



**GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF
EDUCATION
Education Leadership Program**

EDLE 791 Section DL1, Spring 2018
Internship in Education Leadership
3 credits

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Course Term: Spring, 2018

University Catalog Course Description

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.

Prerequisites: Admission to program and EDLE 620

Co-requisite: EDLE 690

Course Overview

This course provides candidates in the Education Leadership Program with an intensive and extensive set of field experiences in a variety of school settings. In the first semester, candidates plan the internship experience, and over the next year enact their internship, reflect and document internship experiences, and prepare a culminating online portfolio that summarizes their accomplishments.

Course Delivery Method

This course will be delivered online using an **asynchronous** format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to

the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on or about **January 18, 2018.**

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Mondays, and finish on Fridays. For the most part this refers to Unit 1 only.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one [virtual] meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Internship Requirements

All candidates seeking state licensure in PK-12 Administration & Supervision 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 *planning, experiencing, and reflecting on* major responsibilities in school administration and supervision. The internship focuses on the development of skills in the 6 areas defined within the ELCC Standards for building leaders.

Students registered for EDLE 791 should also be taking EDLE 690—Using Research to Lead School Improvement, or should have 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].

Students complete a set of required activities that scaffold to each of the ELCC standards, representing approximately half of the internship activities. One of the distinctive features of the internship within the EDLE program is that the remaining portion of the internship is designed based on a self-assessment of leadership competencies and career objectives. Your internship plan is based on dialogue with your university supervisor (the instructor for this class) and site supervisor (a licensed administrator you choose, typically from your home school), and your assessment of the leadership experiences that best demonstrate your knowledge and ability to perform the leadership proficiencies embodied in the ELCC standards.

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 his or her university supervisor, 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 each of the required activities, including 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 the University supervisor). 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. The final portfolio must include descriptions, artifacts, and reflections for each of the required activities.
4. 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 2 secondary assignments.
5. The intern will participate in at least one [virtual] meeting with the university supervisor per semester.
6. The intern will complete a Collective Record (electronic portfolio) of internship accomplishments. The preparation of the Collective Record is an ongoing and culminating part of the internship experience.

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.

Required Readings

There are no required texts for this course. However, students will be required to download and read the following:

1. Internship Manual for School Administration and Supervision Candidates
2. ELCC Standards for Building Leaders (2011 version)

Course Learning Objectives

Students taking this course will:

1. Know and understand how to apply planning, assessment, and instructional leadership that builds collective professional capacity;
2. Understand and apply their knowledge of systems theory and organization theory;
3. Apply management and leadership skills that achieve effective and efficient organizational operations;
4. Understand the purpose of education and the role of professionalism in advancing educational goals;
5. Apply basic leadership theories and understand influences that impact schools; and
6. Pursue improved student learning.

Course Learning Outcomes

At the conclusion of this course, successful students should be able to:

1. Take on leadership roles within their home schools, schools at another level, and the central office with confidence and competence;
2. Reflect on what they have learned through their leadership experiences;
3. Engage in self-reflection and improvement, including participation in a 360 degree-type of evaluation and a site supervisor evaluation; and
4. Lead a specific, focused school improvement project.

Program Learning Objectives

EDLE 791 student outcomes and activities are directly related to all ELCC Standards and the following program goals:

- Study and application of theories
- Reflective practice

National Standards and Virginia Competencies

Each M.Ed. licensure course has at least one Performance-Based Assessment [PBA] as required by the program. The PBA for this course is the **Collective Record**.

This course addresses all six **ELCC Standards** (see Internship Manual, Appendix X). This course addresses the following **VDOE Competencies**:

The program in administration and supervision preK-12 shall ensure that the candidate has demonstrated the following competencies:

- (a) 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; and
 - (7) Identification, analysis, and resolution of problems using effective problem-solving techniques.
- (b) Knowledge, understanding and application of systems and organizations, including;
 - (1) Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models; and
 - (2) Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans; and
 - (4) Using data as a part of ongoing program evaluation to inform and lead change.
- (c) 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; and
 - (5) Principles and issues related to school facilities and use of space and time.
- (e) 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; and
 - (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.

- (f) 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; and
 - (5) Identify and demonstrate ways to influence educational policy development at the state, local, and school level.
- (g) 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;
 - (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 accredited 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.)

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

GMU Policies and Resources for Students

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

Community of Learners -Technology Requirements

Video/Screencasting Tools: You will use Kaltura My Media to record group presentations.

Group Work: You will use [a] Blackboard Discussion Boards and [b] Class Blog [on Blogger] to participate in various learning activities throughout the duration of EDLE 791..

Bb Collaborate: You may communicate with your colleagues and instructor using Bb Collaborate for both group collaborate sessions and the instructor’s virtual office hours. Since BbCollaborate does not operate well in all browsers, **and** since several students live and work outside the continental USA, we may also use Skype and Google Hangout as possible video communication platforms when needed.

Email: Students are also required to activate and monitor their GMU e- mail accounts, which will serve as the primary mode of communication outside of Blackboard. Per university policy in compliance with federal law, the professor will only communicate with students via their GMU email accounts, and will be unable to respond to emails sent from

other accounts (i.e., gmail, yahoo, work email, etc.) Any announcements regarding the course will be sent to your GMU account. I will respond to emails within 48 hours, excluding weekends.

EDLE 791: Time Limits

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 12 months**. Candidates must complete and submit their culminating portfolio, the Collective Record, within 18 months of the date their Internship Plan is approved by their University Supervisor (the instructor for this class).

The University Supervisor may require revision and resubmission of the Collective Record, and/or completion of additional internship activities in order to successfully complete the internship. Candidates must complete the internship and receive a satisfactory grade within 24 months of the date their Internship Plan is approved by their University Supervisor. Failure to satisfactorily complete the Collective Record and be graded in EDLE 791 will result in being assigned an NC (no credit) grade. Candidates who exceed the 24-month time limit may re-enroll in EDLE 791 to complete their internships

Grading

This course takes place over an extended period of time, so students receive a grade of IP (“in- progress”) at the end of the first semester. Students are ultimately graded as “satisfactory” (S) or “no credit” (NC).

As such, for each unit of this class, students are graded as “S” or “NC” as described below. A grade of “NC” for any unit indicates that the student has not fulfilled the requirements of the internship and must register anew for the class in a subsequent semester.

TK20 Performance-Based Assessment Submission Requirement

Every student registered for any Education Leadership course with a required performance-based assessment is required to submit this assessment, **The Collective Record**, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Participation Requirements (600 points)

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions, asynchronous and synchronous

group activities, and serve as critical friends to other students. Below is a list of all required learning activities, by unit, which will count toward your overall participation grade. Please refer to the Course Participation Rubric for details.

Unit 1 (100 points) - A main goal of the initial semester of EDLE 791 is completion of the internship plan. Plans are based on ELCC standards. Approval of the internship plan marks the culmination of the unit, and is the candidate's admission to clinical practice in the EDLE program. Candidates must receive approval of their internship plan from their university supervisor before they may engage in internship activities. A grade of "S" will be assigned if you earn 80 or more points on this unit.

- Scavenger hunt worksheet (10 points)
- Internship application (10 points)
- Critical reflection – shadowing your principal (10 points)
- Group assignment – Standards and activities (20 points)
- Submit plan to university supervisor for final approval (50 points)

Unit 2 (500 points) - Unit 2 of this class involves implementing the internship plan, i.e., conducting your internship. A grade of "S" will be assigned if you earn 400 or more points on this unit. The following participation activities are required for Unit 2:

- You will be posting reflections and artifacts for each required performance and at least two additional activities per standard to provide evidence of your leadership learning during the internship. Each posting is worth 10 points. You may earn at least 290 points (17 required activities plus at least two additional activities per standard). A maximum of 350 points may be earned for these postings (there are 17 required activities plus up to three additional activities per standard).
- Every two months for one full year you will submit via BlackBoard a log of all of your internship activities completed for that two-month period. Each submission is worth 10 points. You must submit at least five of the six required log entries (50 points minimum, 60 points maximum)
- Group blog or group collaborate or individual Skype sessions will be held at least once a semester during internship. You must attend at least two of these sessions. Each session is worth 30 points (60 points minimum, 90 points maximum).

Collective Record (400 points) - Unit 3 of this class involves completing and submitting the culminating portfolio, the Collective Record of internship activities. The Collective Record is graded using two rubrics, one for internship activities excluding the School Improvement Project, and one for the School Improvement Project, which deals primarily with the intern's impact on student learning.

- Face-to-face meeting with site supervisor.
- Post site supervisor evaluation of intern.
- Finalize collective record, submit to university supervisor.
- Collaborate or Skype meeting with university supervisor

The Collective Record is the performance-based assessment for this class. To receive a grade of “S”, you must score a 3.2 or better (on a 4.0 point scale) on both assessments of the Collective Record, i.e., 160 points for each assignment. Note, also, that taking and passing the **School Leaders Licensure Assessment (SLLA)** is a requirement for receiving an S grade for EDLE 791. The candidate’s SLLA record must be scanned into the appropriate section of the Collective Record. The SLLA is a required performance for EDLE 791

Course Policies

Assignments are due by 11:59 p.m. on the dates listed on the syllabus. Late assignments will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines.

Schedule of Unit 1

| Week of... | Lesson | Assignments | Due dates |
|------------------------------------|--|---|--------------------------------|
| 1/22/18 | Orientation | | |
| 1/22/18 | Intro to Internship [1] | | |
| 1/29/18 | Intro to Internship [cont.] | | |
| 2/5/18 | Writing Reflections [2] | | |
| 2/12/18 | ELCC Standards & activities [3] | | |
| 2/26/18 Through 4/16/18 | Completing the Internship Plan [4] | [i] Complete draft of Internship Plan—submit for peer review | 3/5/18 3/12/18 |

| | | | |
|--|--|--|--|
| | | <p>[ii] Peer review completed, revise plan as needed</p> <p>[iii] Meet with Site Supervisor to review Plan</p> <p>[iv] Revise plan—obtain Site Supervisor approval</p> <p>[v] Submit Plan to University supervisor</p> <p>[vi] Receive feedback, make revisions as needed</p> <p>[vii] Submit Plan to University supervisor for final approval</p> | <p>3/26/18</p> <p>4/9/18</p> <p>4/16/18</p> |
|--|--|--|--|

Schedule of Unit 2

| Week of ... | Lesson | Assignments | Due dates |
|--------------------|---------------|---|---|
| 6/12/18 | | Review introductory material [Unit 2] on Internship record-keeping | |
| 6/12/18 | | BlogChat [on Blogger]—Q/A on Unit 2 <u>Bi-Monthly submissions of Logs</u> <ol style="list-style-type: none"> 1. May/June 2. September/October 3. November/December 4. January/February 5. March/April | <p>6/29/18</p> <p>10/30/18</p> <p>12/20/18</p> <p>2/28/19</p> <p>4/30/19</p> |

Schedule of Unit 3

| Week of... | Lesson | Assignments | Due dates |
|----------------------------|---------------|--|------------------------|
| 4/15/19 | | Review directions for Unit 3: Collective Record & SIP | |
| 4/15/19 to 10/15/19 | | Submission of Collective Record & SIP | Due by 10/15/19 |

