

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

**EDLE 791 Spring 2010
Internship in Science Education Leadership**

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4400 University Dr., MSN 4B3
Fairfax, VA 22030-4444

Schedule Information

Location: A355 Robinson Hall

Meeting Times: By appointment

Catalogue Course Description: EDLE 791 Internship in Education Leadership (3:3:0)

Prerequisites: admission to program and EDLE 620; 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.

Course Delivery

Students will engage in reading and discussion to understand the major tasks of the internship. There will also be meetings to help students learn how to develop their internship plans, how to submit their work in progress, and how to build the Collective Record.

Vision

The Science Education Leadership Program is dedicated to improving the quality of pre-K – 12 education through teaching, research, and service. Candidates and practicing administrators engage in course work devoted to experiential learning, professional

growth opportunities, and research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.

Course Requirements

For students in the Science Education Leadership program, there are two parts to this internship.

Education Leadership (220 hours)

Science Leadership (100 hours)

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).

Students experiencing extenuating circumstances must notify the professor and arrange for deadline extensions **well in advance of the relevant deadline(s)**.

CEHD Syllabus Statements of Expectations

The College of Education and Human Development (CEHD) expects that all students abide by the following:

Dispositions. Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

Honor Code. Students must follow the guidelines of the University Honor Code. See <http://catalog.gmu.edu/content.php?catoid=5&navoid=410#Honor> for the full honor code.

Responsible Computing. Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html> and click on Responsible Use of Computing at the bottom of the screen.

Disabilities. 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 for DRC.

EDUCATION LEADERSHIP

National Standards and Virginia Competencies

This course addresses all six **ELCC Standards** (draft revision):

ELCC Standard 1.0: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

ELCC Standard 2.0: An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

ELCC Standard 3.0: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

ELCC Standard 4.0: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

ELCC Standard 5.0: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

ELCC Standard 6.0: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

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.)

Course 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.

Student Outcomes and Course Goals

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.

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 planning, experiencing, and reflecting 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.

Enrollment in the internship must total not fewer than three credit hours, representing a **minimum of 320 (220 + 100) clock-hours** of field-based internship experiences. The completion of the internship takes place over a period of *not fewer than* 12 months. The internship must be completed and the Collective Record submitted via TaskStream no later than 24 months after the internship plan has been approved. **For this section, that means all work must be completed by May 2012.** EDLE 791 will appear on your transcript as an “in progress” (IP) grade until all internship work 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 university supervisor (Sterling) 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. Approval of the internship plan marks 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.**

Relationship of Course Goals to Program Goals

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
- Improvement of communication skills
- Development of skills in bringing about change
- Utilization of technology as a management tool

Course Materials

Internship Manual for School Administration and Supervision Candidates, Fall 2009 (v. 4.5) (available via TaskStream)

ELCC Standards, draft revision (available via TaskStream)

TaskStream (<http://www.taskstream.com>), CEHD's online assessment system, is required to be used by all students as part of this course. TaskStream will be used to assess student work. **All journals, logs, and the Collective Record will be submitted through TaskStream.** Thus, students are required to use word processing software and need access to a personal computer that is linked to the Internet (preferably through a high-speed connection).

Course Requirements, Performance-based Assessment, and Evaluation Criteria

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.

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.

Internship activities will result in a minimum of 320 (220+100) 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 one meeting with the university supervisor per semester.
5. 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.
6. It is strongly suggested that the intern schedule and participate in a mid-term performance review with the university 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.

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 the required performance for EDLE 791.**

APPENDIX B
ASSESSMENT OF DISPOSITIONS

In _____’s behavior and actions as a leader in my school, there is tangible evidence that s/he believes in, values, and is committed to...

	disagree strongly				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 behavior and actions as a leader in my school, there is tangible evidence 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 site supervisor 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 review your intern's plan very carefully and indicate your approval to the intern. We also require that you complete the evaluation of student intern form (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 (dsterlin@gmu.edu) or by telephone (703 993-2022).

Thanks again for your help with the internship experience.

Sincerely,

Donna R. Sterling, Ed.D
Professor of Science Education, University Supervisor

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

Ms./Mr. _____ _____ Fall 201__
Last First Middle _____ Spring 201__
_____ Summer 201__

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

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

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

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

_____ Position E-Mail Address

_____ Signature Date

Intern: _____
Signature Date

University Supervisor: _____
Dr. Sterling
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
<p>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.</p>	<ul style="list-style-type: none"> • Vision/mission • Strategic planning • Data collection and analysis • Effective communication • Negotiation/consensus building • Collaborative decision making 	
<p>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.</p>	<ul style="list-style-type: none"> • 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 	
<p>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.</p>	<ul style="list-style-type: none"> • 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 	

<p>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.</p>	<ul style="list-style-type: none"> • Community / public relations • Parent involvement • Climate for cultural diversity • Community / business involvement and partnerships 	
<p>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.</p>	<ul style="list-style-type: none"> • Position goals and requirements • Philosophy / history of education • Ethics • Interpersonal relations 	
<p>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.</p>	<ul style="list-style-type: none"> • 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 	

SCIENCE

Science Internship Planning

The science internship is designed for you to work with a practicing scientist in his or her place of work assisting with and *conducting science research for 100 hours*. The purpose of the internship is for you to extend your understanding of cutting edge science research and be able to use/share what you have learned with other teachers or students. You need to be actually doing science research with a scientist. This internship is NOT about just hearing about research, being a passive observer of research, duplicating experiences you have had, and creating education materials for the scientist or the agency. For those in SEL seeking administrative licensure, this is only part of your internship.

You and your science education advisor in collaboration with a scientist will individually design your science internship. Start by meeting with your advisor to brainstorm and talk about possibilities. After you have identified areas of science, possible companies and agencies, and people to contact, you will contact the scientist and make arrangements for your internship. It takes 9-12 months to set up a good internship.

The science internship is usually done in the last year of the program and most often during the summer. The internship may take place over multiple semesters. Some examples where science internships have been served are US Geological Survey (USGS), National Institute of Health (NIH), medical laboratories, Smithsonian, and overseas field research.

Proposal and Forms

After the internship is agreed on in principle by you, your science education advisor, and the scientist, you will write a 2-4 page proposal on your plans and complete the independent study form and the individualized section form (<http://cehd.gmu.edu/documents>). The proposal will include the following individual labeled sections:

- overview of project
- learning objectives (what you will know and be able to do as a result of the course)
- schedule
- research to be performed and location
- onsite supervisor's role
- instructor's/ science education advisor's role
- products to be produced (log, reflections, resource collection, student science activities)
- evaluation procedures

The proposal should be exchanged via email with your science education advisor until it is agreed upon and then shared with the scientist for agreement. When the proposal is ready to submit, meet with your advisor to sign the paperwork. Some agencies require applications. You will need to complete whatever paperwork they require.

After approval of your internship, register for your internship and complete the work specified in the proposal.

Completing the Science Internship

Upon completing your 100 hours with the scientist conducting science research, obtain a letter from the scientist stating that you have successfully completed the agreed upon research and at least 100 hours of time working with the scientist. This will become part of the collective record.

The collective record is a set of artifacts and reflections that provides a record of the internship experience. The collective record will be assembled in a three ringed notebook or TaskStream. It will include your proposal, letter from scientist confirming successful completion, a log of your experiences, reflections on your experiences as they happen and in summary at the end of the science internship, resource collection of artifacts, data and/or pictures, and student science activities based on something you learned as a result of this internship experience.

On completion of working with the scientist and completing the collective record, make an appointment with your advisor to share the collective record that you have put together.