

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

**EDLE 791, Section 603, CRN 80468, Fall 2011  
Internship in Education Leadership**

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**Schedule Information**

**Location:** Kelly Leadership Center  
14715 Bristow Rd, Manassas, VA 20122  
**Meeting times:** Selected Wednesdays, September 21-December 14, 2011, 7:30-9:00 p.m.

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

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.

**Nature of Course Delivery**

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

*Content*

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.

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 (Smith) 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.

### *Teaching and Learning*

Each class will include a variety of activities and exercises. Out-of-class work will rely in part on the use of TaskStream and web-based resources created to complement the primary text. Specific process goals for the class are as follows:

1. Classes will reflect a balance of activities that encourage the exploration of the use of research in instructional leadership. To promote an atmosphere that allows us to accomplish this end, we will:
  - a. start and end on time;
  - b. maintain (flexibly) a written agenda reflecting objectives for each class;
  - c. agree to disagree respectfully during class discussions;
  - d. strive to be open to new ideas and perspectives; and
  - e. listen actively to one another.
2. Student work will reflect what is expected from leaders. As such, students are expected to:
  - a. write papers that are well researched, proofread, submitted in a timely fashion, and conform to APA guidelines;
  - b. participate actively in class discussions in a manner that challenges the best thinking of the class; and
  - c. provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.
3. We will work to maintain a classroom climate that approximates what we know about learning organizations. As such, it is important that we create conditions that allow participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
  - a. come fully prepared to each class;
  - b. demonstrate appropriate respect for one another;
  - c. voice concerns and opinions about class process openly;
  - d. engage in genuine inquiry;
  - e. recognize and celebrate each other's ideas and accomplishments; and
  - f. show an awareness of each other's needs.

### **Learner 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.

### **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.

### **Professional Standards**

This course addresses all six **ELCC Standards** (specifications of elements will follow during the course):

**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.

**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.

**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.

**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.

**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.

**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.

**Standard 7.0:** Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real

settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

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 a central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.)

### **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**

#### *Readings*

Osterman, K. F. (2004). *Reflective practice for educators: Professional development to improve student learning*. (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.

Internship Manual for School Administration and Supervision Candidates, spring 2011 (available via TaskStream)

ELCC Standards (available via TaskStream)

#### *Outside-of-Class Resources*

All students are required to use Taskstream (<http://www.taskstream.com>), CEHD's online assessment system, as part of this course. I will use TaskStream to post all handouts for the course and to receive and 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).

All students are required to activate their GMU e-mail accounts and check e-mail daily. If you are uncertain about how to do this, please see me.

## **Course Requirements, Performance-based Assessment, and Evaluation Criteria**

### *Attendance*

Students are expected to attend every class for its entirety. Emergencies sometimes arise; if you need to be absent from class, please notify me in advance by telephone or e-mail. If you miss **two sessions or more, you will be assigned a grade of NC and will be required to re-enroll in EDLE 791 on campus and pay full tuition.** If you come to class more than 30 minutes late or leave more than 30 minutes early, you will jeopardize your course grade and be at risk for receiving an NC grade.

### *Assignments and Requirements*

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 12 months from approval of the Internship Plan. We recommend that students complete the internship within 18 months of registration in EDLE 791. Candidates who do not complete their internships **within 24 months of registration in EDLE 791 will be assigned an NC (no credit) grade.** Candidates who exceed the 24-month time limit may re-enroll in EDLE 791 to complete their internships.

Students are required to submit journals and logs every two months for the first 12 months of the internship (see schedule below). **Any student who fails to submit journals and logs by two consecutive due dates or who misses three or more journal/log submissions during the 12-month period will be assigned a grade of NC and will be required to re-enroll in EDLE 791 on campus and pay full tuition.**

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.**

For this section, deadline dates for completion are:

- January 2013 to pass SLLA before Collective Record due
- February 15, 2013 to submit the Collective Record
- December 2013 to complete licensure course work

Students experiencing extenuating circumstances that would cause them to miss deadlines must notify the professor and arrange for deadline extensions well in advance of the relevant deadline(s).

*Other Specific Internship Requirements (See Internship Manual)*

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. Approximately one-half of the plan will comprise a set of required activities related to each of the ELCC standards (see Appendix B of the Internship Manual). Among those required activities is the enactment and evaluation of the School Improvement Project planned during completion of EDLE 690. The other half of the plan will be designed based on a self-assessment of leadership competencies and career objectives.
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.
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 secondary assignments.
5. The intern will participate in at least one 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. It is strongly suggested that the intern schedule and participate in a mid-term performance review with the university supervisor.
8. 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.
9. 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.

*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). EDLE 791 will appear on your transcript as an “in progress” (IP) grade until all internship work is completed.

**College of Education and Human Development Expectations**

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].



**Tentative Weekly Schedule--EDLE 791(Smith) F11.603**

| Session # | Date     | Topics  | Reading/Writing Assignment   |
|-----------|----------|---|--|
| 1         | 9/21/11  | Introduction to Internship <ul style="list-style-type: none"> <li>• Application</li> <li>• Building the Plan</li> <li>• Using standards</li> <li>• TaskStream</li> </ul>  |  |
| 2         | 10/12/11 | <ul style="list-style-type: none"> <li>• Understanding and applying ELCC standards</li> <li>• Dispositions</li> <li>• Collaboration</li> </ul>  | Internship manual<br>ELLC standards  |
| 3         | 11/2/11  | <ul style="list-style-type: none"> <li>• Peer review of first draft of Internship Plan</li> <li>• Reflective Practice</li> </ul>  | Osterman and Kottkamp, 1-98<br>Bring to class first draft of Internship Plan<br>Completed and signed Internship Application Form (Appendix C of Internship Manual) |
| 4         | 11/16/11 | <ul style="list-style-type: none"> <li>• School improvement projects as reflective practice</li> <li>• Understanding submissions                             <ul style="list-style-type: none"> <li>➤ Logs and journals</li> <li>➤ Collective Record</li> </ul> </li> </ul> | Osterman and Kottkamp, 99-192<br>Bring to class final draft of Internship Plan   |
| 5         | 12/14/11 | <ul style="list-style-type: none"> <li>• Individual meetings as needed</li> </ul>   |  |
|           | 2/15/12  | First log/journal submission  |  |
|           | 4/15/12  | Second log/journal submission   |  |
|           | 6/15/12  | Third log/journal submission  |  |
|           | 8/15/12  | Fourth log/journal submission   |  |
|           | 10/15/12 | Fifth log/journal submission  |  |
|           | 12/15/12 | Sixth log/journal submission  |  |
|           | 2/15/13  | Final submission of collective record   |  |