

**GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION**

**EDLE 791 Section 601 Spring 2012
Internship in Education Leadership**

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Schedule Information

Location: Kelly Leadership Center, Room 2002 - 2004

Meeting Times: Wednesdays: January 18, February 1, February 29, and March 28. Classes will meet from 4:30 – 7:00 p.m. Individual meetings by appointment to finalize internship plans. All students are expected to attend every class session. If you have a personal problem that will prevent you from attending class, please contact me by telephone or e-mail ahead of time.

Catalogue 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.

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.

Vision: The 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 doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.

National Standards and Virginia Competencies

This course addresses all **ELCC Standard Elements**. Descriptions of the standards elements are found in Appendix A of the Internship Manual.

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.

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. 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 February 2014.** 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 (Balzano) 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.

The 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. Candidates must have an approved plan **before they may register in the next course in the program.**

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. & Kottkamp, R. (2004). *Reflective practice for educators: Development to improve student learning* (2nd ed). Thousand Oaks, CA: Corwin Press.

Internship Manual for School Administration and Supervision Candidates, Spring 2011 (v. 5) (available via TaskStream)

ELCC Standards (available via TaskStream)

Other readings as assigned

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, candidates 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 candidates are required to activate their GMU e-mail accounts and check e-mail regularly. 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.

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 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 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.
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 up to 12 months beyond plan approval.
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* (available in the Internship Manual), 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.

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.**

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 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 due dates 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.**

Students are required to complete their internship work and submit their Collective Record via a TaskStream portfolio no later than January 2014. Any student failing to meet this deadline **will be assigned a grade of NC and will be required to re-enroll in EDLE 791 on campus and pay full tuition.**

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

CEHD/GSE Expectations for All Students

The College of Education and Human Development (CEHD) and the Graduate School of Education (GSE) expect that all students abide by the following:

- 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.
 - *Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.*
- 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.

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/>].
- University Libraries – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

Class Schedule (Subject to Change)

Session	Topic	Reading Assignments	Writing Assignments
January 18	<ul style="list-style-type: none"> • Introduction to Internship <ul style="list-style-type: none"> ➢ Application ➢ Building the plan ➢ Using standards ➢ TaskStream 	<ul style="list-style-type: none"> • Internship manual, all 	
February 1	<ul style="list-style-type: none"> • Understanding and applying ELCC standards • The meaning of reflective practice • Collaboration 	<ul style="list-style-type: none"> • O&K – 1-4 	Completed and signed Internship Application Form (Appendix D)
February 29	<ul style="list-style-type: none"> • Peer review of internship plans • School improvement projects as reflective practice 	* O&K – 5-8	Internship plan—first draft
March 28	<ul style="list-style-type: none"> • Understanding submissions <ul style="list-style-type: none"> ➢ Logs and journals ➢ Collective Record 		Internship plan—final draft
July 15, 2012			First log/journal submission
October 15, 2012			Second log/journal submission
December 15, 2012			Third log/journal submission
February 15, 2013			Fourth log/journal submission
April 15, 2013			Fifth log/journal submission

FOUR STEPS FOR SUCCESSFULLY COMPLETING EDLE 791-INTERNSHIP

Step#1--- Participate in all group meetings in the first semester (Spring 2012), complete and submit required forms...and complete, submit and receive approval of your internship plan.

Step#2--- Complete and submit all scheduled logs and journals in a timely manner, per schedule established in the course syllabus.

Step#3--- Register for and complete the SLA and submit your passing score on the SLA into your collective record template using Taskstream

Step#4--- Complete, submit and receive a passing grade on your internship collective record, using the approved EDLE 791 template by January 2014...and participate in a final individual meeting with your university supervisor (Balzano)

	Required Activity (approximate hour minimum)
Standard 1	<ul style="list-style-type: none"> • Serve as a member or leader of the school improvement planning team (16) • Compare and contrast your school’s mission statement with the district’s mission and strategic goals, and with at least one other school’s mission statement. Prepare recommendations for updating the mission; present recommendations to administration (6)
Standard 2	<ul style="list-style-type: none"> • Implement and evaluate the school improvement project (60) • Lead a staff development program based on assessed needs of the school and the school’s vision and goals (12) • Conduct walkthrough observations using a template or observation tool that exists in your school. Meet with an assistant principal and discuss data that were collected. Follow up with teachers to the extent recommended by the assistant principal (8)
Standard 3	<ul style="list-style-type: none"> • Review hiring procedures at your school, and participate in the process of interviewing potential new hires (8) • Participate in the development of the school’s master schedule and/or the school budget proposal (8) • Participate in a building maintenance or safety audit or walk-through (6)
Standard 4	<ul style="list-style-type: none"> • Organize and participate in an activity that involves parents and/or families in students’ learning (12) • Organize and run one or more community focus groups dealing with suggestions for improving visibility and communications with the local school community. Present recommendations to administration (12)
Standard 5	<ul style="list-style-type: none"> • Lead a group of fellow professionals in the school to study your school’s disciplinary procedures and practices, with an emphasis on fairness and equity. Prepare recommendations for improvement (8) • Attend one or more special education placement or annual review meetings (8)
Standard 6	<ul style="list-style-type: none"> • Attend at least one school board meeting and record actions taken and reasons for the actions, including policies and regulations that affect schools or the educational opportunity of students (6) • Participate in or lead the process of writing a grant application for the school (8)