

**GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION**

**EDLE 791 Section 603 Spring 2016, CRN 18850, SELE2
Internship in Education Leadership**

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Schedule Information

Location: Westfield High School, Room A102
Meeting Times: Thursdays, 4:45-8:45 p.m. (3/17, 3/31, 4/7, 4/14, 4/21)

Class will meet at least once each semester in 2016-17

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.

Course Overview

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

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

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.

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.

Course Description

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 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.

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

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

National Standards and Virginia Competencies

This course addresses all six *ELCC Standards* (see appendix to this syllabus). 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.)

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 six areas defined within the ELCC Standards for Building 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.) 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 chose, 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. Included among those requirements are 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. 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.*
4. 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.
5. 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.
6. The intern will participate in at least one meeting with the university supervisor per semester.
7. 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.
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.
10. 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

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).

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 assignment* in this class, students are graded as “S” or “NC”. Only completion of the final unit will be recorded for credit, but 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.

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.

Course Materials

Readings

Osterman, K.F., & Kottkamp, R.B. (2004). *Reflective practice for educators: Professional development to improve student learning* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Internship Manual for School Administration and Supervision Candidates, (v. 7.1)

ELCC Standards for Building Leaders (2011 version)

Outside-of-Class Resources

All students are required to use the course management system selected and endorsed by the College of Education and Human Development (Taskstream, TK20,

Blackboard, etc.) as part of this course. Handouts for the course will be posted to this system and you will submit work using this system (e.g., journals, logs, and the Collective Record. 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 regularly. If you are uncertain about how to do this, please see me.

Completion of the internship and presentation of the collective record may involve any or all of the following technologies:

Blackboard. A Blackboard site is available to all students enrolled in the course at: <http://mymason.gmu.edu>. You need to log on using your GMU user name and password.

Group Work. We may use Blackboard Discussion Boards to participate in various learning activities throughout the semester.

Bb Collaborate/Skype. We may communicate with your colleagues and instructor using Bb Collaborate for both group collaborate sessions and the instructor's virtual office hours. We may also use Skype as a possible video communication platform when needed.

WordPress. We will use WordPress and a template created for you by the EDLE program to create and use a blog to post periodic reflections as you enact your internship, receive periodic feedback on your progress, and to assemble your Collective Record.

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.

TK20 Performance-Based Assessment Submission Requirement

Every student registered for any EDLE course with a required performance-based assessment is required to submit required assessments to Tk20 through Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) EDLE 791's required performance is the Collective Record Evaluation of your performance-based assessment will also be provided using 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 this grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

GMU Policies and Resources for Students

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- 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 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.
- 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/>].
- 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 stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 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/>].

Professional Dispositions

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

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

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) Spring 2016.603, SELE2

The weekly schedule is subject to change based on the needs of the group. When changes are made they will be reflected in a revised tentative weekly schedule posted to Blackboard.

Session #	Date	Topics	Reading/Writing Assignment
1	3/17/16	Introductions NGT on Needs / Concerns Introduction to Internship <ul style="list-style-type: none"> • Application • Building the Plan • Understanding and applying ELCC Standards • Blackboard • Talking Lines on reflective practice 	<ul style="list-style-type: none"> • Internship Manual (Spring 2012, V. 6) • Osterman & Kottkamp (O&K), preface - Ch. 1
2	3/31/16	<ul style="list-style-type: none"> • The Leadership Practices Inventory (LPI) • Activities that fit the standards • Develop Internship Plan 	<ul style="list-style-type: none"> • O & K, Ch. 2 • Completed and signed Internship Application Form (Appendix D)
3	4/7/16	<ul style="list-style-type: none"> • The Leader Behavior Description Questionnaire (LBDQ) • Peer review of first draft of Internship Plan 	<ul style="list-style-type: none"> • O & K, Ch. 3 • Internship plan—first draft
4	4/14/16	<ul style="list-style-type: none"> • Socratic dialogue on reflective practice • Peer review on final plan • Understanding submissions <ul style="list-style-type: none"> ➤ Logs ➤ Reflections ➤ Collective Record 	<ul style="list-style-type: none"> • O & K, Ch. 4 • Internship plan—final draft • Meet with site supervisor to secure support on plan
5	4/21/16	<ul style="list-style-type: none"> • Individual meetings as needed 	Completed Internship plan
	5/22/16	First log	
	7/24/16	Second log	
	9/25/16	Third log	
	11/20/16	Fourth log	
	1/22/17	Fifth log	
	3/19/17	Sixth log	

Appendix

2011 ELCC STANDARDS FOR BUILDING LEADERS

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC Standard Element 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
ELCC Standard Element 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.
ELCC Standard Element 1.3: Candidates understand and can promote continual and sustainable school improvement.
ELCC Standard Element 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC Standard Element 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
ELCC Standard Element 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
ELCC Standard Element 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
ELCC Standard Element 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC Standard Element 3.1: Candidates understand and can monitor and evaluate school management and operational systems.

ELCC Standard Element 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
ELCC Standard Element 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff.
ELCC Standard Element 3.4: Candidates understand and can develop school capacity for distributed leadership.
ELCC Standard Element 3.5: Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC Standard Element 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.
ELCC Standard Element 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.
ELCC Standard Element 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
ELCC Standard Element 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard Element 5.1: Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student’s academic and social success.
ELCC Standard Element 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
ELCC Standard Element 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.
ELCC Standard Element 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC Standard Element 5.5: Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies

ELCC Standard Element 6.1: Candidates understand and can advocate for school students, families, and caregivers.
ELCC Standard Element 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment
ELCC Standard Element 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.