EDLE 792, Section D01: Internship in Independent School Leadership
3 credits, Summer 2023

Faculty

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Prerequisites: EDLE 620 Corequisite: EDLE 690

University Catalog Course Description

This course offers a wide range of practical and professional experiences for aspiring and current school heads. Emphasizes strategic, instructional, organizational, political, and community leadership in the independent school context. Candidates will engage in an intensive and extensive set of field experiences in independent school settings. In the first semester, candidates plan the internship experience. Upon approval of the plan, candidates will enact their internship over the next year, reflect and document internship experiences, and prepare a culminating online portfolio that summarizes their accomplishments.

Course Overview of Course Content – Internship Requirements

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, practicing, and reflecting on leadership responsibilities in independent and nonpublic school administration and supervision.

Course Delivery

This 100% online course uses an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 5/21/23.

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

This course will be delivered on Mason's Blackboard platform, so students are required to have access to Blackboard. A Blackboard site is available to all students enrolled in the course at http://mymason.gmu.edu. Students will post work products on Blackboard Discussion Boards

for class commentary and assessment. You need to log on using your GMU username and password. To participate in this course, students will need the following resources:

- High-speed Internet access with standard, up-to-date browsers. To get a list of Blackboard's supported browsers, see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

- To get a list of supported operating systems on different devices, see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students may be asked to create log-ins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

- Students may use Kaltura, Jing, Camtasia, or Screencast-O-Matic to record videos and presentations consistent with assignment descriptions and instructions.

- The following software plug-ins for Pcs and Macs, respectively, are available for free download by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: http://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/

- **Email**: All candidates are required to activate and monitor their GMU email accounts. Per university policy and in compliance with federal law, I will only communicate with candidates via their GMU email accounts. I will not respond to emails from other accounts (i.e., Gmail, Yahoo, work email, etc.). Any announcements concerning the course will be sent to your GMU email address. I will respond to emails within one business day of email receipt (i.e., excluding holidays and weekends).

- **Video Conferencing**: Students are encouraged to communicate with each other and the instructor using Blackboard Collaborate or Zoom for both group collaboration sessions and to schedule meetings with the instructor.

- **Microsoft Office**: All students will require access to Microsoft Office. We will be using Word for this course. If you do not have access to this software, you must obtain it within the first two weeks of the course. Having the most recent software version is best but not required.

- **Google Account**: We will use Google Drive to organize and present work during the internship. All students are required to have an active Gmail account to participate in these activities. This Gmail account should be distinct from your school email address, even if you have access to google through your school account (email should end in @gmail.com).

Specific requirements in the internship are described in detail in the Internship Manual.

Online Expectations

- **Asynchronous Course Week:** Because online courses do not have a "fixed" meeting day, our week will generally **start** on Wednesday and **finish** on Tuesday, with exceptions communicated to students via email.

- **Office hours-** see Blackboard for hours and Calendly link

- **Log-in Frequency**: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least three times per week.

- **Participation**: Students are expected to actively engage in all course activities throughout the semester, including viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- **Technical Competence**: Students are expected to demonstrate competence in using all course technology. Students struggling with the course's technical components are expected to seek assistance from the College or University technical services.

- **Technical Issues**: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. **Late work will not be accepted based on individual technical issues.**

- **Workload**: Please be aware that this course is **not** self-paced. **Students are expected to meet specific deadlines and due dates referenced in the Class Schedule presented on the Blackboard site.** It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.

- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Confidentiality:** By federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.

    - Video recordings — whether made by instructors or students — of class meetings that include audio, visual, or textual information from other students are private and must not be shared outside the class

    - Live video conference meetings (e.g., Collaborate or Zoom) that include audio, textual, or visual information from other students must be viewed privately and not shared with others in your household or recorded and shared outside the class

- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed online can be misconstrued. Students must always re-read their responses carefully before posting them so others do not consider them personal offenses. *Be positive in your approach to others and diplomatic in selecting your words.* Remember

that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:** Online learners who require accommodations to ensure accessibility must be registered with George Mason University Disability Services and provide the instructor with a Faculty Contact Sheet. Academic accommodations are initiated through Faculty Contact Sheets, which are not retroactive.

Program Learning Objectives

The Education Leadership program is designed to prepare candidates for leadership and management positions in various educational settings. The program emphasizes understanding the complexities of change in schools, communities, and organizations. The internship provides candidates with field-based experiences to apply theory to practice.

Course Learning Objectives

Students taking this course will:

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

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

1. Take on leadership roles within independent schools 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.

Professional Standards National Standards and Virginia Competencies

Students complete a set of required activities that scaffold to each of the ICAISA Model Core Standards. The Independent School Leadership internship is also informed by the NELP Standards the NAIS Principles of Good Practice reflecting an overall dedication to quality education characterized by independent schools, and the following corresponding components of the Virginia Standards for School Leaders:

(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.

Required Texts

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

1. Internship Manual for School Administration and Supervision Candidates
2. Articles posted on the Blackboard course site.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

Every student registered for any Education Leadership course with a required performance-based assessment is required to submit these assessments to VIA through Blackboard (regardless of whether the student is taking the course as an elective, a one-time course, or as part of an undergraduate minor). In EDLE 792, the required performances are the *Internship Improvement Project* and the *Collective Record*. Evaluation of the performance-based assessment by the course instructor will also be completed in VIA through Blackboard. Failure to submit the assessment to VIA (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required VIA submission, the IN will convert to an F nine weeks into the following semester.

Course Policies

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

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/

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/.

GMU Policies and Resources for Students
Policies
- George Mason University takes pride in the diversity of our university community. We aim to create an environment at Mason, in our classrooms and beyond, that is inclusive, inspirational, and focused on the needs of those we serve. Please view the Mason Diversity Statement for more information.

- Students must adhere to the guidelines of the Mason Honor Code (see http://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing [see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS). Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ds.gmu.edu).

- Students are invited to share their name and gender pronouns with the instructor and how best to address you in class and via email. I use she/her for myself, and you may address me as "Regina Biggs" or "Dr./Professor Biggs."

Campus Resources
- Support for submission of assignments to VIA should be directed to VIAhelp@gmu.edu or https://cehd.gmu.edu/aero/assessments/. Questions or concerns regarding the use of Blackboard should be directed to https://its.gmu.edu/article-categories/teaching-learning/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Other Reminders:

- ***GMU Add/Drop Policy:*** The last day to drop this class without any penalty is provided on the GMU academic calendar page http://registrar.gmu.edu/calendar/. It is the student's responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

- ***Plagiarism***: Students must avoid plagiarizing the work of others. Specifically, when referencing a source or author, students must give appropriate source documentation; when using direct quotes, students must use quotations, provide page numbers, and ensure that credit is given to the author of quoted material. If a candidate's work contains plagiarism, the candidate will receive no credit for the assignment.

- ***Copyright:*** Copyright rules also apply to Internet users who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to email (don't cite or forward someone else's email without permission), newsgroup material, and information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page unless the materials are made available through a fair use claim or consistent with the TEACH Act.

- ***Academic Integrity & Inclusivity:*** This course embodies the perspective that we all have differing perspectives and ideas, and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas. Still, we should also do so, keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e., we may disagree without being disagreeable. https://oai.gmu.edu/

- ***Diversity, Religious Holiday:*** Please refer to George Mason University's calendar of religious holidays and observations (https://ulife.gmu.edu/religious-holiday-calendar/). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

- ***Student Privacy Policy:*** George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for the release of information from those records. Please see George Mason University's student privacy policy https://registrar.gmu.edu/students/privacy/.

- ***Other Concerns:*** If you have concerns or issues relating to the content or conduct of the class, please talk with me directly. Although the specifics of these conversations are entirely confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students. As a matter of policy, I do not respond to anonymous emails.