

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**School of Education**  
**Education Leadership Program**

**EDLE 791, Section 603: Internship in Education Leadership**  
**Summer 2023, 3 credit hours**

**Faculty**

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**Prerequisite(s)/Corequisites:** EDLE 620

**Course Delivery Method**

This course is conducted in a hybrid format using face to face, synchronous (on Thursdays from 4:45-7:45 when meeting), and asynchronous online format and is not self-paced. via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log into the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on 5/23/23. The Internship generally becomes self-paced after the completion of the planning semester and will be 100% online asynchronous

**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.**

**Course Overview**

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 plan, document and reflect on internship experiences, and prepare a culminating online portfolio that summarizes their accomplishments.

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Student Online Course Tools and Tips - Information Technology Services \(gmu.edu\)](http://www.gmu.edu/onlinecourse/onlinecourse_tips.html)
- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- 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 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes 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 the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or 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* provided in Blackboard. 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.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always

re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with 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 effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## **Internship Requirements**

All candidates seeking state licensure in preK-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 seven areas defined within the National Education Leadership Preparation (NELP) 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 course. As a culminating activity in EDLE 690, students develop a plan for implementing an Internship Improvement Project (PDSA cycles) that becomes the capstone field experience within their internship.

Students complete a set of required activities that scaffold to each of the NELP 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 course) 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 NELP standards.

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 NELP Standards for School Leaders.
2. The intern will work with their 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 their 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 Internship Improvement Project (PDSA cycles) 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. The final portfolio must include descriptions, artifacts, and reflections for each of the required activities.
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 five areas of assignment, i.e., in addition to the intern's primary site, there will need to be four additional sites (high, elementary, middle, central office, agency office, etc...). A total of 80 hours is to be allocated across four additional sites, with a minimum of 10-15 hours for each site.
  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. The intern will seek guidance and feedback from the site supervisor throughout completion of field experiences, and solicit a summative assessment in the form of the *Evaluation of Student Intern*, which is completed by the site supervisor at the end of the internship.
  8. The intern will present the web-based Collective Record to the university supervisor upon completion of all requirements. An individual meeting will be conducted to discuss the record and internship experiences prior to completion of the course.

### **Required Readings**

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. *NELP Standards for Building Leaders*

### **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.

## **Course Learning 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 Internship Improvement Project (PDSA cycles).

## **Program Learning Objectives**

EDLE 791 student outcomes and activities are directly related to all NELP 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**

Each M.Ed. licensure course has at least one Performance-Based Assessment (PBA) as required by the program. The PBA for this course is the Collective Record.

This course addresses all of the **NELP Standards**, and the following corresponding components of the Virginia Standards for School Leaders:

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.)

### **Professional Dispositions**

See <https://cehd.gmu.edu/students/policies-procedures/>

## **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: <http://cehd.gmu.edu/values/>.

## **Course Performance Evaluation**

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

## **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 course).

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.

## **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 unit of this course, students are graded as “S” or “NC” as described below. 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 course in a subsequent semester.

## **Performance-Based Assessment Submission Requirement**

Every student registered for any Education Leadership course with a required performance-based assessment is required to submit this assessment, **The Collective Record**, through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to 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 Blackboard submission, the IN will convert to an F nine weeks into the following semester.

## **Course Requirement**

Assignments are due by 11:59 p.m. on the dates listed in Blackboard. 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 instructor office hours and other availability to get assistance **prior** to assignment deadlines.

## **GMU Policies and Resources for Students**

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.



- 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, sexual harassment, 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](mailto:titleix@gmu.edu).

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

