GEORGE MASON UNIVERSITY
College of Education & Human Development
Graduate School of Education
Education Leadership Program

791. 603. 606 Internship in Education Leadership, 3 credit hours

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Office Hours: By appointment in person, via phone or email.
Course Term: Spring 2024

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 Delivery

This is delivered fully online, with synchronous and asynchronous delivery format. You will log in to the Blackboard (Bb) course site using your Mason email name (@gmu.edu) and email password. The course site will be available by 1/20/24

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.

Technical Requirements

- 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/Ultra/Getting_Started/Browser_Support
- 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. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
  - 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/

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 seven areas defined within the 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 class. (As a culminating activity in the EDLE 690 class, students develop a plan for implementing an internship improvement project 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 class) and site supervisor (a licensed administrator you choose, 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 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 *Internship 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. 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, with 260 spent on required performance tasks. Experiences should include a balance of activities, some of which will be outside of the primary area of assignment.

5. The intern will complete tasks at their primary site and four additional sites. The intern is required to work at least 80 total hours for these four sites with no less that 10-15 completed for each location (as long as the total time at the four additional sites adds up to a total minimum of 80 hours).

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

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 360 degree-types 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

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 the **NELP Standards** for School Leaders:

The program in administration and supervision PreK-12 shall ensure that the candidate has demonstrated the following competencies:

NELP Standard 1: Vision, Mission, and Improvement

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Component 1.1 - Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Component 1.2 - Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

NELP Standard 2: Ethics and Professional Norms

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

Component 2.1 - Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

Component 2.2 - Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

Component 2.3 - Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

NELP Standard 3: Equity, Inclusiveness, and Cultural Responsiveness
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

Component 3.1- Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

Component 3.2 - Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.

Component 3.3 - Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

NELP Standard 4: Learning and Instruction
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

Component 4.1 - Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

Component 4.2 - Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

Component 4.3 - Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Component 4.4 - Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

NELP Standard 5: Community and External Leadership
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Component 5.1 - Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

Component 5.2 - Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

Component 5.3 - Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

NELP Standard 6: Operations and Management
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

Component 6.1 - Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

Component 6.2 - Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

Component 6.3 - Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

NELP Standard 7: Building Professional Capacity
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

      Component 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

      Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

      Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

      Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

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 and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Blackboard: This course will be delivered on GMU'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. You need to log on using your GMU username and password.

Video/Screen casting Tools: You will use Kaltura, to record group presentations.

Group Work: You will use online tools (e.g., Google docs, OneDrive, Prezi) to participate in various learning activities throughout the semester.

Collaboration: You will communicate with your colleagues and instructor using Zoom for both group collaborative sessions and the instructor's virtual office hours. You might also use Bb Collaborative Ultra as possible video communication platforms when needed.

Email: All candidates are required to activate and monitor their GMU e-mail accounts. I strongly recommend that you do not forward your Mason e-mail to a different account because attachments are often lost that way. It is best to check e-mail directly from your Mason account daily. Per university policy in compliance with federal law, I will only communicate with candidates 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. I will respond to emails within 48 hours, excluding weekends.

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).

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 class, 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 class in a subsequent semester.

Participation Requirements

Students are required to attend all in person classes. In addition, to maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions, asynchronous and synchronous group activities, and serve as critical friends to other students. Below is a list of all required learning activities, by unit, which will count toward your overall participation grade. Please refer to the Course Participation Rubric for details.

   Unit 1

Unit
Unit

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 instructor office hours and 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 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 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/).

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, 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 from Mason's Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

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

Other reminders:

Plagiarism Statement: Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of

books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting (Statement of English Department at George Mason University).

Plagiarism and the Internet: Copyright rules also apply to users of the Internet 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 e-mail (do not cite or forward someone else's e-mail without permission), newsgroup material, information from websites, 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. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.

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, but 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. http://integrity.gmu.edu/