

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

COURSE NUMBER AND TITLE:

EDLE 791 Internship in Educational Leadership

Instructor: Mary Helen Smith

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Office Hours: Monday 3:00-5:00pm OR by appointment

Class Meeting: As arranged

COURSE DESCRIPTION:

Prerequisites: Admission to the program and EDLE 610. Corequisite: EDLE 612.

Course must be taken in second term of program. Offers a wide range of practical experiences and professional challenges in authentic educational settings. Activities emphasize strategic, instructional, organizational, political, and community leadership.

COURSE EXPECTATIONS AND REQUIREMENTS:

1. The intern will design, develop and implement the internship plan.
2. Each intern will include a plan for community involvement as a component of the internship plan.
3. The intern will understand and demonstrate:
 - Professional and ethical leadership
 - Strategic leadership
 - Instructional leadership
 - Organizational leadership
 - Political and community leadership
4. The intern will maintain up-to-date records, including internship hours and verification; frequent reflective journal entries demonstrating growth and understanding; and artifacts of accomplishments.
5. Each intern will complete all required and elective experiences, resulting in a minimum of 330 hours. Experiences should include a balance of activities, some of which will be outside of the primary area of assignment. It is required that experiences be completed and described in the reflective journal in a least three of the four areas of assignment (high school, middle school, elementary school and/or central office).
6. The intern will participate in at least one intern meeting per semester.
7. The intern will complete the collective record. The completion of the collective record is an ongoing and culminating part of the internship experience.
8. It is strongly suggested that the intern schedule and participate in a mid-term performance review with the intern supervisor/principal. You can use the final

evaluation form found in the Internship Manual for this review as well as for the final evaluation.

9. The intern will submit the “Evaluation of Student Intern” form completed by the supervisor/principal at the end of the internship.
10. The intern will present the collective record to the university supervisor upon completion of all requirements. An individual meeting will be conducted to discuss the collective record and internship experiences prior to completion of the course.

NOTE: These requirements are explained in greater detail in the Internship Manual.

Failure to meet any of these requirements will result in a failing grade or an extension of the internship, which may include the intern having to pay an additional 3-hours of graduate credit tuition.

RELATIONSHIP OF COURSE TO PROGRAM GOALS:

EDLE 791 student outcomes and activities are directly related to ISLLC Standards, NCATE Guidelines, ELCC Standards, and the following program goals:

1. Study and application of theories
2. Reflective practice
3. Improvement of communication skills
4. Development of skills in bringing about change
5. Utilization of technology as a management tool

ELCC Guidelines/Standards that relate to EDLE 791 outcomes are as follows:

7.0

GSE STATEMENTS OF EXPECTATIONS:

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these expectations.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

- Each student must complete registration for the course and provide full payment for tuition before being in the first class.

TEXTBOOK(S) AND/OR READINGS:

Internship Manual (Revised January 2003)

GRADING:

Students will be graded on a pass (S) or (F) basis. It should be noted that a grade of “IP” will be issued each semester, indicating that work on the internship is in progress, until such time as all of the requirements have been met.

ASSIGNMENTS:

1. An internship plan developed in collaboration with the site supervisor and following one of the suggested formats in the Internship Manual or a format approved by the university supervisor.
2. The completed Internship Application Form, signed by the site supervisor and the intern.
3. A Community Involvement Plan that includes at least 12 community-related activities selected from the following list or activities developed by the intern and approved by the instructor. The Community Involvement Plan, along with the rationale for selecting each activity, will be submitted in a paper that is no longer than three pages.

Suggested Community Involvement Activities

- Collect information for and write the school newsletter that goes to parents and community members
- Attend three PTA/PTO meetings, one each at elementary, middle and high school
- Attend and present at a civic association or neighborhood council meeting in the school district
- Interview a school board member regarding items the member sees as critical for the local school
- Attend a high school football game (middle or elementary school interns)
- Attend an elementary school fun fair (middle or high school interns)
- Attend a middle school dance (elementary or high school interns)
- Write a letter of assurance to parents about the school crisis plan outlining how comprehensive and up-to-date it is regarding student safety
- Attend a county agency staffing regarding a student in your school
- Implement a plan for a mid-year review of the school’s student code of conduct for students, teachers, and parents
- Present a parent workshop on a “hot” topic such as bullying, new curriculum, search procedures, or another topic of immediate interest
- Develop a parent volunteer program or upgrade an existing program
- Coordinate “building use” of your school, including scheduling and following policy and regulation

- Conduct a comprehensive inspection of the public sidewalks and paths taken by students who walk to school
- Create and set up a portable school registration desk in the community during July and August. Establish a schedule and advertise to the community when you will be in the area.
- Adopt a highway in your school community and maintain a team of parents and teachers who are the once-a-month “pick up trash brigade”
- Take charge of the school marquee that is located in front of the school. Keep the marquee current each week with creative and informative messages
- Resolve a community problem or conflict
- Attend a school board meeting and follow up on an issue that was raised at that meeting

Internship Plan

	Excellent	Fair	Poor
Focus on leadership strands: Plan includes all five leadership strands	Each leadership strand is developed with evidence of learning opportunities	Leadership strands are included but evidence of learning opportunities is not included for all	One or more strands missing and/or leaning opportunities missing
Activities and experiences: Related to plan and leadership strands	Activities and experiences clearly related to leadership strands	Activities and experiences not clearly related to leadership strands	Activities and experiences not related to leadership strands
Intern's role in activities and experiences: Role clearly identified	Intern's role identified as leading or participating with rationale for role	Intern's role identified as leading or participating	Intern's role not identified as leading or participating
Role of site supervisor: Plan a collaboration with site supervisor	Clear evidence that site supervisor had role in development of plan	Site supervisor role is evident but not clearly spelled out	Plan developed without site supervisor's input
Experiences in school levels and central office: Authentic activities in 3 out of 4 levels (elementary, middle, high school and central office)	Summaries and reflections clearly describe activities in at least 3 levels that are authentic and related to leadership strands and intern's growth	Summaries and reflections describe activities in at least 3 levels that are authentic but not related to leadership strands and intern's growth	Summaries and reflections describe activities in less than 3 levels or are not authentic or do not relate to leadership strands and intern's growth