

**GEORGE MASON UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
College of Education and Human Development**

**EDLE 791 Section 601 Fall 2012  
Internship in Education Leadership**

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**Schedule Information**

**Location:** Fairfax Ridge, Room C-07

**Meeting Times:** Sept 11, Oct 23, Nov 13 & Dec 4. Classes will meet from 4:30-6:30 p.m. All students are expected to attend every class session.

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

Prerequisites: admission to program and EDLE 620; Co-requisite: EDLE 690. 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.

**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.

*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.*

## **National Standards and Virginia Competencies**

This course addresses all six **ELCC Standards** (specifications of elements will follow during the course):

**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 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 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 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 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 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, 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.

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 accredit 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.)

### **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. Describe their strengths and weaknesses through development of a professional growth plan
4. Continue leading a specific, focused school improvement project.

All candidates seeking state licensure as a school administrator or supervisor 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 school 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.)

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. According to your internship manual, all requirements for the internship must be completed within 24 months of your registration in EDLE 791. **For this section, this means that all requirements must be met by Sept 2014. (be advised that there may be additional fees involved for students who finish EDLE 791 during a semester in which they are not enrolled in any other classes)** EDLE 791 will appear on your transcript as an “in progress” (IP) grade until all internship work is completed.

Students will complete a set of required activities (see manual) that scaffold with the ELCC Standards. One of the distinctive features of the internship within the EDLE program is that it is designed based on a self-assessment of leadership competencies and career objectives. Although students’ experiences in the internship may be similar, no two internships are identical.

Your internship plan is based on dialogue with your university supervisor (Upperman) and site supervisor, and your assessment of the leadership experiences that best demonstrate your knowledge and ability to perform the leadership proficiencies embodied in the ELCC standards.

A main goal of the initial semester of EDLE 791 is completion of the internship plan. Plans are based on ELCC standards, as listed in your internship manual . Approval of the internship plan marks the candidate’s admission to clinical practice in the EDLE program. **Candidates must receive approval of their internship plan from their university supervisor before they may engage in internship activities.**

### **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

## Course Materials

### *Readings*

Osterman, K., & Kottkamp, R (2004). *Reflective practice for educators: Development to improve student learning* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.

Internship Manual for School Administration and Supervision Candidates, Spring 2012 (v. 6) (available via TaskStream)

ELCC Standards (available via TaskStream)

### *Outside-of-Class Resources*

All students are required to use Taskstream (<http://www.taskstream.com>), CEHD's online assessment system, as part of this course. TaskStream will be used to post handouts and related course materials and to receive and assess student work. **All journals, logs, and the Collective Record will be submitted through Taskstream.** 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 daily.** If you are uncertain about how to do this, please see me.

## Course Requirements, Performance-based Assessment, and Evaluation Criteria

### *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 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.

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 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 enactment and evaluation of the School Improvement Project which was completed in 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.

Internship activities will result in a minimum of 320 clock-hours of field-based experience. Experiences will include required activities across the standards, 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 two secondary assignments.

4. The intern will participate in at least one meeting with the university supervisor per semester.
5. 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.
6. 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.
7. 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.

Taking and passing the School Leaders Licensure Assessment (SLLA) is a requirement for receiving a passing grade (S) for EDLE 791. **The candidate's SLLA record must be scanned into the appropriate section of the Collective Record. The SLLA is the required performance for EDLE 791. You should stay current with the ETS testing dates for the SLLA, and take the test several months prior to your planned Internship completion date.**

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).

Students are required to submit journals and logs periodically (per schedule developed by your instructor). Any student who fails to submit journals and logs as scheduled **will be assigned a grade of NC and will be required to re-enroll in EDLE 791 and pay full tuition.**

Students should plan to complete their internship work and submit their Collective Record via a TaskStream portfolio no later than May 1, 2014 (18 months after approval of internship plan). As previously noted, any student failing to complete all requirements by Sept 2014 **will be assigned a grade of NC and will be required to re-enroll in EDLE 791 and pay full tuition.**

Students experiencing extenuating circumstances must notify the professor and arrange for deadline extensions **well in advance of the relevant deadline(s).**

## **College of Education and Human Development Statement of Expectations**

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.

Students must adhere to the guidelines of the George Mason University Honor Code. [See <http://academic.integrity.gmu.edu/honorcode/>]

Students must follow the university policy for Responsible Use of Computing. [ See <http://university.policy.gmu.edu/1301gen.html>]

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 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.

Students must follow the policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. Cell phones, pagers and other communication devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops and tablets may be permitted for the purpose of taking notes only--- it is the responsibility of the student to notify the instructor if you choose to do so. Engaging in activities not related to this course (gaming, gmail, etc) demonstrate a lack of professionalism and may affect your course grade.

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

### Campus Resources

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/>]

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/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]



## **FOUR STEPS FOR SUCCESSFULLY COMPLETING EDLE 791-INTERNSHIP**

Step#1--- Participate in all group meetings in the first semester (Fall 2012), complete and submit required forms...and complete, submit and receive approval of your internship plan.

Step#2--- Complete and submit all scheduled logs and journals in a timely manner, per schedule established in the course syllabus.

Step#3--- Register for and complete the SLLA, and submit your passing score on the SLLA into your collective record template using taskstream

Step# 4--- Complete, submit and receive a passing grade on your internship collective record, using the approved EDLE 791 template...and participate in a final individual meeting with your university supervisor (Upperman)

### EDLE 791- Fall 2012 Class Schedule

Session	Topic	Reading Assignments	Writing Assignments
Sept 11	<ul style="list-style-type: none"> <li>• <b>Introduction to Internship</b> <ul style="list-style-type: none"> <li>➢ Application</li> <li>➢ Frequently asked questions</li> <li>➢ Site Supervisor</li> <li>➢ Taskstream</li> </ul> </li> </ul>		<b>DUE10/23:</b> Completed and signed Internship Application Form (Appendix D)
Oct 23	<ul style="list-style-type: none"> <li>• Understanding and applying ELCC standards</li> <li>• The meaning of reflective practice</li> <li>• Collaboration</li> <li>• Requirements and templates for 1) Plan and 2)Log</li> </ul>	<p><b>Reading for 10/23</b></p> <ul style="list-style-type: none"> <li>• Internship manual--- emphasis on Appendix B</li> </ul>	<b>DUE 11/13:</b> First Draft of Internship Plan
Nov 13	<ul style="list-style-type: none"> <li>• Critical friends reviewing internship plans</li> <li>• School improvement projects as reflective practice</li> </ul>	<p><b>Reading for 11/13</b></p> <p>O &amp; K, Ch 1-4</p>	<b>DUE 12/4: 1-Internship plan 2- Completed assessments of your dispositions(Appendix C) from three professionals **--hard copy to class---not via taskstream!</b>
Dec 4	<ul style="list-style-type: none"> <li>• Understanding submissions <ul style="list-style-type: none"> <li>➢ Logs and journals</li> <li>➢ Collective Record</li> <li>➢ Practice reflective writing</li> </ul> </li> </ul>	<p><b>Reading for 12/4</b></p> <p>Appendix---Site Supervisor Evaluation</p>	<b>Review coming attractions</b>
March 1, 2013			<b>First log/journal submission- see specifics in taskstream</b>
June 15, 2013			<b>Second log/journal submission- see specifics</b>
Oct 1, 2013			<b>Third log/journal submission- see specifics</b>
Feb 1, 2014			<b>Fourth log/journal submission- see specifics</b>
TBD			<b>Fifth log/journal submission</b>
TBD			<b>Sixth log/journal submission</b>

