

**GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION**

**EDLE 791 Section 601 Spring 2013, PW18
Internship in Education Leadership**

Instructor: Robert G. Smith
Office Phone: 703-993-5079 **Fax:** 703-993-3643
Mobile Phone: 703-859-6944 **E-mail:** rsmithx@gmu.edu
Website: <http://www.taskstream.com>
Mailing address: George Mason University
Education Leadership Program
Thompson Hall Suite 1300, Office 1306
4400 University Dr., MSN 4C2
Fairfax, VA 22030-4444
Office hours: Mondays, 2:30 pm – 4:00 pm, and by appointment

Schedule Information

Location: Woodbridge High School, Room 2721

Meeting Times: Mondays: January 28, February 18, March 18, April 8, and by individual appointment, if necessary. Classes will meet from 4:45 – 6:30 p.m. All students are expected to attend every class session. If you have a personal problem that will prevent you from attending class, please contact me by telephone or e-mail ahead of time.

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

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.

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

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;

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.

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. 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.

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 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. **Candidates must complete and submit their Collective Record within 18 months of the date their Internship Plan is approved by their University Supervisor.**

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 first day of the semester in which they enrolled in EDLE 791. 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.

Students complete a set of **required activities** that scaffold to each of the ELCC 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 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. 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

National Standards and Virginia Competencies

This course addresses all six **ELCC Standards** (see appendix to this syllabus). 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 Materials

Readings

Osterman, K.F., & Kottkamp, R.B. (2004). *Reflective practice for educators: Professional development to improve student learning* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Internship Manual for School Administration and Supervision Candidates, Spring 2011 (v. 6.0) (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. I will use TaskStream to post all handouts for the course and to receive and assess student work. **All journals and logs will be submitted through Taskstream. The Collective Record will be created as a TaskStream presentation folio.** Thus, candidates 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 candidates 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 on campus 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 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 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.

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 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 secondary assignments.

4. The intern will participate in at least one meeting with the university supervisor per semester up to 12 months beyond plan approval.

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. It is strongly suggested that the intern schedule and participate in a mid-term performance review with the university supervisor.
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* (available in the Internship Manual), 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.

Taking and passing the School Leaders Licensure Assessment (SLLA) is a requirement for receiving an S grade 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.**

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 every two months for the first 12 months of the internship (see schedule below). Any student who fails to submit journals and logs by two due dates during the 12-month period **will be assigned a grade of NC and will be required to re-enroll in EDLE 791 on campus and pay full tuition.**

Students are required to complete their internship work and submit their Collective Record via a TaskStream presentation portfolio no later than October 2014, with extension possible until January 14, 2015. Any student failing to meet this deadline **will be assigned a grade of NC and will be required to re-enroll in EDLE 791 on campus 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 and Resources

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

- Counseling and Psychological Services – 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/>].
- Office of Disability Services – 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 <http://ods.gmu.edu/>.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – 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/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

CEHD 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/>

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

Tentative Class Schedule: EDLE 791 (Smith) Spr2013.601

Session #	Date	Topics	Reading/Writing Assignment
1	1/28/13	Introductions NGT on Needs / Concerns Introduction to Internship <ul style="list-style-type: none"> • Application • Building the Plan • Understanding and applying ELCC Standards • TaskStream 	<ul style="list-style-type: none"> • Internship Manual (Spring 2012, V. 6) • Osterman & Kottkamp (O&K), preface - Ch. 1
2	2/18/13	<ul style="list-style-type: none"> • The Leadership Practices Inventory (LPI) • Activities that fit the standards • Develop Internship Plan 	<ul style="list-style-type: none"> • O & K, ch. 2 • Completed and signed Internship Application Form (Appendix D)
3	3/18/13	<ul style="list-style-type: none"> • The Leader Behavior Description Questionnaire (LBDQ) • Socratic dialogue on reflective practice 	<ul style="list-style-type: none"> • O & K, ch. 3 • Internship plan—first draft
4	4/8/13	<ul style="list-style-type: none"> • Peer review of first draft of Internship Plan • Understanding submissions <ul style="list-style-type: none"> ➤ Logs ➤ Reflections ➤ Collective Record 	<ul style="list-style-type: none"> • O & K, ch. 4 • Internship plan—final draft
5	4/15/13	<ul style="list-style-type: none"> • Individual meetings as needed 	Completed Internship plan
	7/15/13	First log/journal submission	
	9/15/13	Second log/journal submission	
	11/15/13	Third log/journal submission	
	2/15/14	Fourth log/journal submission	
	4/15/14	Fifth log/journal submission	