GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Education Leadership Program

EDLE 792, Section DL1
Internship in Education Leadership, 3 Credits,
Spring 2021
January 25 to May 3, 2021

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Prerequisites/Corequisites

EDLE 620. EDLE 690 must be taken concurrently with EDLE 792.

University Catalog Course Description

This course provides candidates in the Education Leadership Program with an intensive and extensive set of field experiences in independent 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 Overview of Course Content – Internship Requirements

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.

Students registered for EDLE 792 should be taking EDLE 690 – Using Research to Lead School Improvement. (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.)

Students complete a set of required activities that scaffold to each of the ELCC standards and the ICAISA Model Core 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 leadership and organization standards pertinent to independent 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 their roles and timelines for completing field experiences 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 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. The final portfolio must include descriptions, artifacts, and reflections for each of the required activities.

4. Internship activities will result in a *minimum* of 200 clock-hours of field-based experience.

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.

Course Delivery Method

This is a 100% online course using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on January 25, 2021.

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

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:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supportedbrowsers

To get a list of supported operation systems on different devices see:
> https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- 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 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 the course requirements.
- **Video/Screen casting Tools**: You will use Kaltura, Jing, or Camtasia to record presentations that are consistent with assignment descriptions and instructions.
- **Group Work:** You will use **Google Docs** to complete the collaborative aspects of your assigned group work. The work products will be posted on Blackboard Discussion Boards for class commentary and assessment.
- The following software plug-ins for Pcs and Macs respectively, are available for free download by clicking on the link next to each plug-in:
  - **Adobe Acrobat Reader: http://get.adobe.com/reader/**
  - **Windows Media Player:**
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - **Apple QuickTime Player: www.apple.com/quicktime/download/**

On-line Expectations

- **Course Week:** Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Tuesday and **finish** on Monday.
- **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 3 times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of 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 are expected to seek assistance from the instructor and/or College or University technical services if they are struggling with technical components of the course.
- **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* listed in the **Class Schedule** section of this syllabus. 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 ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or 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.

At the conclusion of this course, successful students should be able to:

1. Take on leadership roles within independent schools 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.

Professional Standards 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 **ELLC 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 200 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 an independent school. and

Required Texts

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. Articles posted on the Blackboard course site.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Every student registered for any Education Leadership course with a required performance-based assessment is required to submit these assessments to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). In EDLE 792 the required performances are the *School Improvement Project* and the *Collective Record.* Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Time Limits

Enrollment in the internship must total not fewer than three credit hours, representing a minimum of 200 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 792 will result in being assigned an NC (no credit) grade. Candidates who exceed the 24-month time limit may re-enroll in EDLE 792 to complete their internships

Other Requirements

To maximize learning and engagement in the online environment, students are expected to participate actively in class and using asynchronous technologies. Below is a list of all required learning activities, by unit.

Unit 1: A main goal of the initial semester of EDLE 792 is completion of the internship plan. Plans are based on ELCC and ICAISA standards. Approval of the internship plan marks the culmination of the unit and is 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. A grade of "S" will be assigned if the following three documents are submitted and approved.
- Internship application

- Critical reflection – shadowing your principal
- Site supervisor's signature approving your plan
- Submit plan to university supervisor for final approval

Unit 2: This unit requires the implementation of the internship plan, i.e., conducting your internship. A grade of "S" will be retained if you earn demonstrate that you are implementing your plan by completing the following activities.

- You will be posting reflections and artifacts for each required performance to provide evidence of your leadership learning during the internship.
- Every two months for one full year you will submit via BlackBoard a log of all of your internship activities completed for that two-month period.
- Group collaborate or individual Skype sessions will be held at least once a semester during internship.

Unit 3: This unit involves completing and submitting the culminating portfolio, the Collective Record of internship activities. The Collective Record is graded using two rubrics, one for internship activities excluding the School Improvement Project, and one for the School Improvement Project, which deals primarily with the intern's impact on student learning.

- Face-to-face meeting with site supervisor (Skype, Facetime).
- Post site supervisor evaluation of intern.
- Finalize collective record, submit to university supervisor.
- Collaborate or Skype meeting with university supervisor

The Collective Record is the performance-based assessment for this class. To receive a grade of "S", you must score a 3.2 or better (on a 4.0 point scale) on both assessments of the Collective Record.

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.

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.

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

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

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/**.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://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 the George Mason University Office of Disability Services (ODS). Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ds.gmu.edu).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

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/.
- 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, 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 to someone confidentially, please contact one of Mason's confidential resources, such as the 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 additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Other reminders:

GMU Add/Drop Policy: The last day to drop this class without any penalty is provided on the GMU academic calendar page http://registrar.gmu.edu/calendar/. It is the student's responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

Plagiarism: Students must avoid plagiarizing the work of others. Specifically, when referencing a source or author, students must give appropriate source documentation; and when using direct quotes, students must use quotations, provide page numbers, and ensure that credit is given to the author of quoted material. If a candidate's work contains plagiarism, the candidate will receive no credit for the assignment.

Copyright: 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 (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, 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, unless the materials are made available through a fair use claim or consistent with the TEACH Act.

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/

Diversity, Religious Holiday: Please refer to George Mason University's calendar of religious holidays and observations (http://ulife.gmu.edu/calendar/religious - holidaycalendar/). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

Student Privacy Policy: George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy https://registrar.gmu.edu/students/privacy/

Spring 2021   EDLE 792 DL1 Proposed Weekly Course Schedule
Week begins Monday and ends on Sunday
Schedule of Unit 1:

Week of…	Lesson	Assignment	Due Date
1/25/21	Orientation		
2/1/21	Introduction to Internship	Review Manual and Internship Application	2/3/20
2/8/21	Writing reflections	Critical reflection- shadowing your principal	2/10/20
2/15/21	ELCC standards and activities	Group assignment – standards and activities	2/24/20
		Complete draft of internship plan, submit for peer review	3/2/20
		Peer review completed, revise plan accordingly	3/9/20
		Meet with site supervisor for feedback	
		Revise plan as needed, gain site supervisor approval	3/23/20
		Submit plan to university supervisor	4/13/20
		Receive feedback, revise plan accordingly	
		Submit plan to university supervisor for final approval	4/21/20

Schedule of Unit 2:

Week of …	Lesson	Assignment	Due Date
5/9/21	Conduct Internship	Review introductory materials on internship record keeping	
	Conduct Internship	Post reflections and artifacts for required and additional activities	Ongoing
		Bi-monthly submission of logs	
		1. Logs for August & September 2020	9/30/21
		2. Logs for October & November	12/1/21
		3. Logs for December & January	1/31/22
		4. Logs for February & March	3/31/22
		5. Logs for April & May	5/31/22
		6. Logs for June & July	8/15/22

Schedule of Unit 3:

Week of …	Lesson	Assignment	Due Date
8/25/22	Introduction & Completing the Collective Record	Review grading rubrics for Collective Record and SIP project posted to Blackboard	
		Review requirements for Collective Record (**Unit 3 Lesson 1**)	
n/a			Collective Record is due no later than 18 months from the date Internship Plan was approved (see internship manual)