

**George Mason University
College of Education and Human Development
Graduate School of Education**

Education Leadership Program

**EDLE 792.DL1 Internship in Education
Leadership Spring 2022, 3.00 Credit Hours**

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Office Hours: By appointment via *Blackboard (Bb) Collaborate Ultra* or *Zoom*
Course Term: Spring 2022 (1/24/2022 - 4/25/2022).
Location: Asynchronous online

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 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 2024, 2022.

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, online participation requires undivided attention to course content and communication.

Technology 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, [click here](#). Also, to get a list of supported operation systems on different devices, [click here](#).
- 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 course requirements. The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - a) [Adobe Acrobat Reader](#)
 - b) [Windows Media Player](#)
 - c) [Apple Quick Time Player](#)

Internship Requirements

All candidates in the Independent School Leadership Program are required 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 and the ICAISA Model Core Standards.

Students registered for EDLE 792 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 ICAISA Model Core 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 ICAISA 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 both the *ICAISA and 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 200 clock-hours of field-based experience. Experiences should include a balance of activities to build leadership capacity.
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.

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 (posted on the Blackboard course site)
2. Selected articles and simulations (posted on the Blackboard course site)

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 teaching and learning in the independent and nonpublic school setting.

Course Learning Outcomes

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

1. Take on leadership roles within their schools, working with internal and external school constituents 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 internship improvement project.

Program Learning Objectives

EDLE 792 student outcomes and activities are directly related to all NELP and ICAISA Standards in addition to the following program goals:

- Study and application of theories
- Reflective practice
- Engage in research to inform decision making
- Improvement of communication skills
- Development of skills in bringing about change
- Utilization of technology as a management tool
- Foster inclusive school communities that uphold equity and justice for all

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

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-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, Collaborate, and ZOOM 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 email accounts. I strongly recommend that you do not forward your Mason email to a different account because attachments are often lost that way. It is best to check email 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 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.

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.

VIA Performance-Based Assessment Submission Requirement

Every student registered for any Education Leadership course with a required performance-based assessment is required to submit this assessment, the Collective Record, to VIA through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in VIA through Blackboard. Failure to submit the assessment to VIA (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 VIA submission, the IN will convert to an F nine weeks into the following semester.

Participation Requirements

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions, 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: A main goal of the initial semester of EDLE 792 is completion of the internship plan. Plans are based on the ICAISA Model Core 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 you complete the following activities successfully.**

- Scavenger hunt worksheet
- Internship application
- Critical reflection - shadowing your principal
- Group assignment – Standards and activities
- Submit plan to university supervisor for final approval

Unit 2: Unit 2 of this class involves implementing the internship plan, i.e., conducting your internship. Students are required to post reflections and artifacts for each required activity per standard. At least every two months, the intern will submit to the instructor a complete log of internship activities; the instructor will provide feedback to help monitor progress. **You will maintain your IP grade if you complete the following activities in the timeline prescribed for this unit.**

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.

- You will post reflections and artifacts for each required performance to provide evidence of your leadership learning during the internship.
- Ethnography Part II Video

Unit 3 - Collective Record: Unit 3 of this class Collective Record Part 3 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 Internship

Improvement Project, and one for the Internship Improvement Project, which deals primarily with the intern's impact on education outcomes. The Collective Record is the performance-based assessment for this class. All students will also participate in an exit interview to discuss their portfolio.

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 Masonemail 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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/via>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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).

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 email (don't cite or forward someone else's email 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/>

EDLE 792. DL1 Course Schedule

Schedule of Unit 1:

Week of	Lesson	Assignment	Due
1/24/2022	Orientation		
2/7/2022	Introduction to Internship <ul style="list-style-type: none"> • Application • Building the Plan • Using standards • Blackboard 	Scavenger hunt worksheet	2/4/22
		Internship application	2/21/22
2/28/2022	NELP standards and activities	Group assignment - Standards and activities	Group Work During Class
3/14/2022		Peer review completed, revise plan accordingly	Group Work During Class
4/18/2022		Meet with site supervisor for feedback	
		Revise plan as needed, gain site supervisor approval	
		Review Plan with university supervisor in class	4/18/22
		Receive feedback, revise plan accordingly	
		Submit plan to university supervisor for final approval	4/25/22

Schedule of Unit 2:

Week of...	Lesson	Assignment	Due
4/25/2022		Review introductory material on internship record keeping	
	Conduct the internship	Post reflections and artifacts for required and additional activities	Ongoing
		Logs for May, June 2022	7/15/22
		Logs for March and April 2022 Ethnography Part II Video (assigned in EDLE 620)	9/15/22
		Logs for May and June 2022 Change Idea 1: PDSA Cycle 1	11/15/22
		Logs for July and August 2022 Change Idea 1: PDSA Cycle 2	1/15/23
		Logs for September and October 2022 Change Idea 2: PDSA Cycle 1	3/15/23
		Logs for November and December 2022 Change Idea 2: PDSA Cycle 2	5/15/23

Schedule of Unit 3:

Week of...	Lesson	Assignment	Due
	Introduction & Completing the Collective Records	Review grading rubrics for Collective Record and SIP project posted to Blackboard	
		Review requirements for Collective Record (Unit3, Lesson 1)	
N/A		Ethnography Part III (assigned in EDLE 620)	Collective Record is due no later than 18 months from date Internship Plan was approved (see Internship manual)