



**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION**

EDUCATION LEADERSHIP PROGRAM

EDLE 791 - Internship

**Internship Manual
for School Administration and Supervision Candidates**

**Approved by the Education Leadership Program Faculty
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INTRODUCTION

Welcome to Internship!

The internship that is integral to the Education Leadership Program provides an opportunity for you to synthesize and apply the knowledge and practice the skills identified in the Educational Leadership Constituency Consortium (ELCC) standards, through substantial, sustained work in educational settings. The internship activities you experience are planned cooperatively with your GMU internship advisor, who guides you through the internship in collaboration with a field supervisor in your work setting. The internship is one of the most important learning experiences you will have on your journey to becoming proficient as an educational leader.

As you begin this exciting personal leadership development activity, wave off the false assumptions such as, “All I have to do is get my principal to sign off on my being in charge of the after school program and I will get my hours,” or “I’ll hang around the athletic director, coach a little, run a tournament and I’ll get my internship finished.” We have moved past one-dimensional internships with no accountability, little supervision, and frankly, little professional growth.

Approach this internship as an eye opening, mind stretching, and critical opportunity to learn as much as you can about being a good leader and to practice the skills necessary to expand your leadership right now. Your beliefs about what is good teaching will be challenged, your personal skills put to the task and your ability to think about the “big picture” will be tested each day.

This internship will be a challenging, tiring, thankless chore at times. At the same time it will be rewarding, mentally stimulating, and a professional high from which you can reflect on your performance and say, “I did that well.”

You instructors and internship advisor are committed to your success. Likewise, the spirit of teamwork that abounds in cohorts and campus internship classes will serve as an excellent support during the internship. Encourage and trust your intern colleagues, ask for help, offer a hand, and nurture your newfound skills as an Education Leader.

PLEASE NOTE: The requirements of the internship are subject to change. Please note the date this manual was released, and periodically check program resource materials to ensure that you have the most up-to-date description of internship requirements.

I. Values & Mission Statement

The College of Education & Human Development at George Mason University is committed to promoting standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through:

- Commitment to the profession
- Commitment to honoring professional ethical standards
- Commitment to key elements of professional practice
- Commitment to being a member of a learning community
- Commitment to democratic values and social justice

The values endorsed by the faculty of the College that serve as a framework for our practice include collaboration; research-based practice; innovation; ethical leadership; and innovation. The mission statement of the Education Leadership Program is:

To develop individuals with strong, effective, and comprehensive leadership and managerial knowledge and skills applicable to a wide variety of education settings. Candidates in the program will gain an understanding of organizational theories, effective practice, experiential learning, and cultural diversity, and will be able to make application to authentic situations.

II. Field-Based Experiences in the EDLE Program

The program of study in EDLE provides two distinct sets of experiences:

1. A set of required performance-based activities within required classes

Each class within the EDLE program has one or more **required performance-based activities**. Each activity is designed to allow students to put into practice a number of leadership proficiencies that students are learning about in class, and to receive feedback on performance of these activities. Thus, taken as a whole, course-based performances allow students to demonstrate what they know and are able to do relating to all of the Educational Leadership Constituency Consortium (ELCC) standards for school leaders (see Appendix A).

2. The internship

All candidates seeking state licensure as a school administrator or supervisor are required by both the state and other accrediting agencies to complete an internship. The state provides no precise program design for the internship. The state does, however, identify specific components that must be included in the Education Leadership Program, including the internship.

To meet the mandate for an internship experience, the Education Leadership Program faculty designed and implemented an internship experience (supported by a Collective Record) that meets the needs of:

- **candidates** preparing for state licensure
- **school districts** seeking to identify and nurture administrative leaders for the future
- **faculty** committed to providing candidates with experiences of practice under the guidance of professionals from both school districts and the University. It also provides a means for candidates to connect theoretical and practical knowledge and develop leadership and management skills in authentic education environments.

The internship also provides a means for candidates opportunities 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 (See Appendix A).

Collectively, the two sets of experiences provide collective performance data to assess students' progress throughout the program in terms of attaining the knowledge, performance, skills, and dispositions of candidates for leadership and management positions in educational settings.

III. Purpose of the EDLE Internship

The EDLE 791 internship supports the Education Leadership Program's overall mission. The internship:

1. Provides EDLE candidates seeking state licensure as a school administrator or supervisor with an approved comprehensive internship designed to serve as the link among the candidate's university coursework, continuing on-the-job professional experiences, and anticipated future administrative and supervisory responsibilities.
2. Provides EDLE candidates with experiences aligned with the ELCC standards (see Appendix A), which in turn are closely aligned to the Interstate School Leaders Licensure Consortium (ISSLC) standards. These standards define what successful candidates are expected to know and be able to do.
3. Provides EDLE candidates with an opportunity to demonstrate leadership for school improvement by analyzing school performance; identifying one or more achievement gaps that require attention; and leading a school-based team in planning, enacting, and evaluating a school improvement project that promotes tangible improvement in teaching and learning in an authentic school setting.
4. Expands the experiences and perspectives of school-based personnel beyond the individual school into a more comprehensive set of K-12 and district-level experiences, in order to help

candidates prepare for school-based leadership positions and function successfully in the broader context of the district.

5. Gives candidates directed practice in building networks and establishing cooperative relationships within the school site with various departments and offices at the district level; with various constituencies in the larger school community; and with parents, staff, and faculty within their individual schools.
6. Culminates in a collective record of experiences that is included in the EDLE program's exit assessment to determine the degree to which candidates meet required standards and competencies. The collective record is presented within Task Stream, an online assessment system with facilities for document creation and storage and extensive portfolio development tools. Through Task Stream, your internship collective record is integrated with data on the various performance-based activities you complete within EDLE classes, thus providing a truly comprehensive picture of the knowledge, skills, and dispositions you demonstrate throughout your program of study.

IV. Internship Policy and Procedures

1. EDLE candidates who seek state licensure as a school administrator or supervisor and are accepted into the Education Leadership program will receive the following:
 - an acceptance letter
 - a list of required courses (and the order in which they should be taken)
 - information about the internship policy and Collective Record requirements.
2. Candidates should register for the 3-hours of **EDLE 791 – Internship** in the second semester of their program of study. This class should be taken concurrently with **EDLE 690 – Using Research to Lead School Improvement**. (As a culminating activity in the EDLE 690 class, students will develop a plan for implementing a school improvement project that becomes the capstone field experience within their internship.) EDLE 791 shows up on candidate's transcripts as an "in progress" (IP) class until the internship is completed.
3. Candidates receive information about the internship experience and develop the internship plan during the EDLE 791 – Internship class. The instructor of the Internship course is also the candidate's university internship supervisor. **(Please note that a candidate's university internship supervisor may or may not be the same as the candidate's university academic advisor.)**
4. Candidates receive information about **Task Stream**, including access to their personal Task Stream account, when they begin their program of study in Education Leadership. Task Stream is a web-based assessment system used by the College of Education and Human Development, which provides extensive utilities to create and store electronic artifacts and assemble them into a comprehensive web-based portfolio. Hence, Task Stream will be used to create the collective record that is evidence of successful completion of the internship. To

ensure compliance with program requirements, a template for the collective record resides on the Task Stream system.

5. Candidates must complete the internship experience to receive a Master's Degree in Education Leadership and to be licensed as a school administrator and supervisor.
6. As a requirement of the internship, students must **take and pass the licensure assessment required by the State of Virginia for the endorsement authorizing them to serve as principals or assistant principals** (currently the School Leadership Licensure Assessment, or SLLA). Official scores must be reported to the College of Education & Human Development.
7. Candidates not currently working in a school must meet the internship requirements described herein. However, such candidates will receive individualized assistance as needed from their university advisor in planning internship experiences.
8. Only the university internship supervisor can approve the completion of the internship Collective Record for licensure purposes.
9. Information in the Collective Record is a major data source for mid-program and exit assessments of a candidate's performance in the EDLE Program.

V. Requirements for 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 twelve months.

1. Internship Plan

- a. 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 need be identical. Instead, your internship plan is based on dialogue with your internship 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.
- b. The internship plan must be completed during the initial semester of enrollment in EDLE 791 – Internship. Plans are based on ELCC standards (see Appendix A). Candidates receive detailed information on the development of the internship plan during this class.
- c. 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 internship advisor before they may begin to enact their internship plan.

2. Internship Collective Record

- a. The Collective Record is a set of artifacts and reflections that provides a record of the intern's administrative/supervisory experiences and growth. The Collective Record synthesizes learning from the intern's school-based and district-level experiences. Its purpose is to encourage the intern to become actively involved in monitoring and reflecting on his/her development as a potential administrator or supervisor.
- b. The Collective Record represents the student's evidence of successful completion of field-based internship activities. The Collective Record is presented electronically as a folio in Task Stream. The internship Collective Record process is reviewed and clarified during the candidate's EDLE 791 – Internship class.
- c. The internship Collective Record is solely the responsibility of the candidate. However, the candidate's university internship supervisor is responsible for advising and guiding the candidate's progress in the Collective Record development process and for assessing the completed Collective Record.
- d. The Collective Record is required for the successful completion of the internship. Evaluation of the Collective Record constitutes evaluation of the candidate's successful completion of the internship

3. Site-Based Internship Logistics

- a. Candidates are responsible for making arrangements for their own required on-site experiences, as specified in their internship plans. Candidates work with their principals, school district administrators, and/or other designated supervisors to ensure that these consist of a variety of administrative experiences.
- b. With prior approval of the university supervisor, candidates may include within the internship administrative responsibilities that are already assigned as part of their teaching positions if the experiences contribute to the intern's extended growth.
- c. The University is not responsible for on-site internship assignments. Individual school districts may have distinct procedures that interns must follow in arranging their internships. The site supervisor must approve all activities for fulfillment of internship requirements.
- d. Examples of appropriate experiences in a school are presented in an appendix to this document (see Appendix D). These may include such things as serving as the principal's designee when he/she is away from the building; rewriting school policies at the principal's direction; and attending various school and district-level administrative meetings with, or on behalf of, the principal.
- e. Experiences for all interns shall include a minimum of 40 hours of activities in each of (at least) two areas outside their primary areas of assignment. For example, interns who are elementary teachers will need to participate in activities in at least two of the following areas: pre-k, middle, high school, or district office.

- i. Candidates are responsible for making arrangements for their own required experiences at each level, and are encouraged to consult their principals regarding the appropriate personnel or offices to contact in order to fulfill specific internship requirements.
 - ii. Although the University is not responsible for arranging internship experiences, the university internship supervisor must approve all activities for fulfillment of internship requirements prior to the candidate's participation. The university supervisor expects to see all activities reflected in the approved plan.
- f. In addition to the above-mentioned school-based internship experiences, candidates may include other types of leadership placements to fulfill a portion of their internship activity. These may include, for instance, working in collaboration with national and state professional associations and community agencies in school related activities. Community agencies include, but are not limited to, the local Police Department, Parks and Recreation, Social Services Agency, and local government.
- g. Internship activities often extend into and through a summer session. However, the internship should span at least a twelve month period, hence involvement in summer school placement activity alone cannot suffice for the internship.
- h. A required site-based performance within the internship is the enactment and evaluation of the school improvement project (SIP), planned in EDLE 690 – Using Research to Lead School Improvement. The candidate is responsible for leading all facets of this project, including assessing the efficacy of the project in meeting espoused goals relating to improving student performance and achievement and advising site-based administrators concerning the evolution of the project. The school improvement project is reported as an activity in the Collective Record (see reporting requirements, page 11).

4. Participation in Required Meetings

- a. After admission to clinical practice, EDLE interns are required to attend and participate in periodic meetings with their internship advisor, as well as the annual EDLE Leadership Conference. Meetings are conducted by faculty for the following purposes:
 - To provide an opportunity to check candidate progress toward successful completion of the internship.
 - To provide a forum for candidates to solve problems and share their internship experiences with peers and faculty.
 - To link and reinforce internship experiences with current events and issues in education.
 - To provide candidates with professional growth activities and skill development opportunities.

5. Completion of the Internship Collective Record

- a. Candidates are to fulfill the Collective Record requirements no later than the last course in which they have a required performance-based activity, typically EDLE 610.
- b. The site supervisor is asked to complete the Evaluation of Intern form (see Appendix F) and review his/her evaluation with the candidate. [Note that the Site Supervisor Evaluation of Intern form asks site supervisors to rate interns using the Virginia Standards for School Administrators, which are aligned with both the ELCC and ISLLC standards. The Virginia standards are used because in general, practicing administrators are more familiar with the application of these standards.] The site supervisor and candidate should sign and date this form, and forward the original to the candidate's university internship supervisor.
- c. A concluding interview with the university internship supervisor is held at the end of the internship experience. This required interview provides an opportunity for interns to reflect on the entire experience, and for the faculty to provide summative feedback to the candidate. Other faculty and professionals may be included in the culminating experience. Such sessions also may be conducted as small group activities, with more than one intern scheduled simultaneously.
- d. The completed Collective Record must be submitted to the internship supervisor no less than two weeks prior to the concluding review, to ensure sufficient time for a thorough review of material.
- e. Grades will be designated as "IP" (in progress) each semester until the Collective Record and internship experiences have been successfully completed, at which time the university supervisor will assign a grade of "S" (satisfactory). Academic credit is not awarded for a grade of "U" (unsatisfactory).

6. Collective Record Logistics

- a. The Collective Record is an evolving document that should be developed concurrently with the intern's experiences. In other words, the intern should document all internship activities in the internship log, and reflect on selected experiences in the internship journal. The journal should cover all ELCC standards. It is advisable to document each experience immediately after it occurs, to ensure that no pertinent details are omitted.
- b. The Collective Record should contain only documentation of actual internship experiences.
- c. The appearance of the Collective Record should not overshadow its contents; however, a well-organized, thorough document demonstrates careful thought and preparation. Bear in mind that the Collective Record is a reflection of the intern's professionalism and insight into his/her personal knowledge, performance skills, and dispositions of leadership readiness.

- d. In the Reflective Journal (included in the Collective Record), interns are required to reflect on their experiences and, in writing, analyze the significance of the experiences for them as educational leaders. Written reactions should not merely describe the experiences, but should tell what the intern learned, how the intern might use this information in the future to improve his/her professional practice, and other insights and ideas that relate to leadership responsibilities. For guidance on the appropriate content of your reflections, see **Osterman & Kottkamp, *Reflective Practice for Educators***, which is among the required source materials for EDLE 791 (e.g., their Case Record Format, p. 54).

7. Format for the Collective Record

The Collective Record is presented electronically as a folio in Taskstream. A template for completion of the Collective Record is included within the program's Task Stream materials. The template is organized as follows:

- I. Candidate's current resume
- II. Copy of the approved internship plan
Include a copy of your approved internship plan and a short description of any changes made to the plan during enactment of the internship.
- III. Log of internship activities
- IV. Platform of beliefs
- V. Assessment of Dispositions
During the internship, as arranged with the internship supervisor, the intern should complete the Assessment of Dispositions (see Appendix B) and use this instrument to conduct a "360 Assessment," collecting data from *at a minimum* the site supervisor and two colleagues in their school. Include a reflection on the results of this analysis.
- VI. Evidence of internship activities and reflections organized by ELCC standard
For each internship activity, the intern presents:
 - Brief description of activity;
 - Artifact(s) produced during completion of activity;
 - Reflective journal entries;
 - Standards met through the activity.Note that the capstone school improvement project is a required internship activity, and for this entry, in addition to the above, you are to include a copy of your SIP plan; a summary of your evaluation of the project; and an assessment of the impact of the project.
- VII. Summary reflection and professional growth plan

- VIII. The “Evaluation of Student Intern” form.
The form (see Appendix F) is completed by the primary site supervisor, and by other site supervisors who take responsibility for guiding the intern’s experiences. The site supervisors should review and discuss their evaluations with the interns prior to submitting the form to the university internship supervisor.

APPENDIX A: ELCC Standards

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Elements	Meets Standards for School Building Leadership
1.1 Develop a Vision	a. Candidates develop a vision of learning for a school that promotes the success of all students.
	b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.
1.2 Articulate a Vision	a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.
	b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
	c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.
1.3 Implement a Vision	a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.
	b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).
1.4 Steward a Vision	a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.
	b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.
	c. Candidates assume stewardship of the vision through various methods.
1.5 Promote Community Involvement in the Vision	a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.
	b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.

Standard 1.0 Narrative Explanation: This standard addresses the need to prepare educational leaders who value and are committed to educating all students to become successful adults. Each educational leader is responsible for creating and articulating a vision of high standards for learning within the school or district that can be shared by all

employees and is supported by the broader school-community of parents and citizens. This requires that educational leaders be willing to examine their own assumptions, beliefs, and practices; understand and apply research; and foster a climate of continuous improvement among all members of the educational staff. Such educational leaders will commit themselves to high levels of personal and organizational performance in order to ensure implementation of this vision of learning.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to write a vision statement for a school or district, share it with the executive team in the central office or with a site-based management team, and demonstrate how stakeholders were involved in the development.

Candidates are required to collect, interpret, and analyze school data. The analysis should reflect the candidate’s understanding of the school’s vision and mission statements, the level of involvement and actual contributions of the school community, and recommendations for inclusion in the school improvement plan.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Elements	Meets Standards for School Building Leadership
2.1 Promote Positive School Culture	a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.
2.2 Provide Effective Instructional Program	a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.
	b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners’ diverse needs.
	c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.
2.3 Apply Best Practice to Student Learning	a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.
	b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.
	c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.
2.4 Design Comprehensive Professional Growth Plans	a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.
	b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.
	c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.

Standard 2.0 Narrative Explanation: This standard addresses the need for educational leaders to position teaching and learning at the focal point of schools. It accepts the proposition that all students can learn and that student learning is the fundamental purpose of schools. To this end, educational leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practice, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Educational leaders must capitalize on diversity to create a school culture that promotes respect and success for all students. All members of the school community should have confidence in the integrity of the decision-making process for school improvement and the appropriateness of that process, thus ensuring dignity and respect for all. Successful educational leaders must be able to identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that educational leaders be learners who model and encourage life-long learning. They should establish a culture of high expectations for themselves, their students, and their staff. Candidates preparing to lead schools or districts must be able to assess the culture and climate on a regular basis. They must also understand the importance of supervision and be able and willing to evaluate teacher and staff performance using a variety of supervisory models.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to organize and lead parent and teacher focus groups about high-stakes testing and alternative methods of measuring student performance.

Candidates are required to present a multimedia report to a community forum about the latest instructional technologies, including the use of the Web and teaching strategies.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Elements	Meets Standards for School Building Leadership
3.1 Manage the Organization	a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.
	b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.
	c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.
3.2 Manage Operations	a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.
	b. Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.
	c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.
3.3 Manage Resources	a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses

	on teaching and learning.
	b. Candidates creatively seek new resources to facilitate learning.
	c. Candidates apply and assess current technologies for school management, business procedures, and scheduling.

Standard 3.0 Narrative Explanation: This standard addresses the need to enhance student learning through effective, efficient, and equitable utilization of resources. Educational leaders must use their knowledge of organizations to create a learning environment conducive to the success of all students. Proper allocation of resources such as personnel, facilities, and technology are essential to creating an effective learning environment. Resource management decisions should give priority to teaching, student achievement, and student development. Also, operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment, should be based on sound organizational practice. Educational leaders must monitor and evaluate operational systems to ensure that they enhance student learning and reflect the school’s and district’s accountability to the community. Skills in job analysis, supervision, recruitment, selection, professional development, and appraisal of staff positions, as well as an understanding of relevant collective bargaining agreements, strengthen the ability to use personnel resources. Effective educational leaders define job roles, assign tasks, delegate appropriately, and require accountability. They also actively seek additional sources of financial, human, and physical support. They involve stakeholders to ensure that management and operational decisions take into consideration the needs of multiple constituencies while at the same time focusing the entire community on student achievement as the ultimate goal. To include stakeholders in management decisions, educational leaders must be competent in conflict resolution, consensus building, group processes, and effective communication.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to conduct a cost-benefit analysis of a school or district instructional improvement plan.

Candidates are required to analyze the school/district budget and identify how specific budget allocations support the school improvement plan/district strategic plan.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Elements	Meets Standards for School Building Leadership
4.1 Collaborate with Families and Other Community Members	a. Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.
	b. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.
	c. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.
	d. Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.
	e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.

	f. Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.
	g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.
	h. Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.
4.2 Respond to Community Interests and Needs	a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.
	b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.
	c. Candidates provide leadership to programs serving students with special and exceptional needs.
	d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.
4.3 Mobilize Community Resources	a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.
	b. Candidates demonstrate how to use school resources and social service agencies to serve the community.
	c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

Standard 4.0 Narrative Explanation: This standard addresses the fact that cooperation among schools, the district, and the larger community is essential to the success of educational leaders and students. Educational leaders must see schools as an integral part of the larger community. Collaboration and communication with families, businesses, governmental agencies, social service organizations, the media, and higher education institutions are critical to effective schooling. The ability to analyze emerging issues and trends that might affect schools and districts enables educational leaders to plan effective instructional programs and school services. Effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, helps to ensure continued community support for schools. Seeing families as partners in the education of their youngsters, and believing that families have the best interests of their children in mind, encourages educational leaders to involve them in decisions at the school and district levels. Family and student issues that negatively affect student learning must be addressed through collaboration with community agencies that can integrate health, social, and other services. Such collaboration relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies. Providing leadership to programs serving all students, including those with special and exceptional needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, educational leaders must recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and then offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and the community.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to develop and present a plan recommending alignment of social service agency programs with school improvement needs.

Candidates are required to identify at least five key community leaders in a school community, justify why each was selected, and identify their roles or potential roles in school improvement in the district. A confidential analysis of this power structure is shared with the superintendent or board of education.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Elements	Meets Standards for School Building Leadership
5.1 Acts with Integrity	a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.
5.2 Acts Fairly	a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.
5.3 Acts Ethically	a. Candidates make and explain decisions based upon ethical and legal principles.

Standard 5.0 Narrative Explanation: This standard addresses the educational leader’s role as the "first citizen" of the school/district community. Educational leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader’s contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Educational leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community. Educational leaders must act as advocates for all children, including those with special needs who may be underserved.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to develop a code of ethics using personal platforms, professional leadership association examples, and a variety of additional source documents focusing on ethics.

Candidates are required to conduct a self-analysis of a transcript of a speech delivered to a community organization and look for examples of integrity, fairness, and ethical behavior.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Elements	Meets Standards for School Building Leadership
6.1 Understand the Larger Context	a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.
	b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.
	c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.
	d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve

	educational and social opportunities.
	e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.
	f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.
	g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.
	h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.
6.2 Respond to the Larger Context	a. Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.
6.3 Influence the Larger Context	a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.
	b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.
	c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

Standard 6.0 Narrative Explanation: This standard addresses the need for educational leaders to understand and be able to operate within the larger context of the community and beyond, which affects opportunities for all students. Educational leaders must respond to and influence this larger political, social, economic, and cultural context. Of vital importance is the ability to develop a continuing dialogue with economic and political decision makers concerning the role of schools and to build collaborative relationships that support improved social and educational opportunities for children. Educational leaders must be able to participate actively in the political and policy-making context in the service of education, including proactive use of the legal system to protect students' rights and improve students' opportunities.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to interview state legislators and/or lobbyists and present a report about the state's strategies used to influence change.

Candidates are required to participate in a simulated public debate about the pros and cons of selected international educational practices compared to practices in the United States.

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Elements	Meets Standards for School Building Leadership
7.1 Substantial	a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over

	time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.
	b. Each candidate should have a minimum of six months (or equivalent, see note below) of fulltime internship experience.
7.2 Sustained	a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.
7.3 Standards-based	a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.
	b. Experiences are designed to accommodate candidates' individual needs.
7.4 Real Settings	a. Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.
	b. Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.
7.5 Planned and Guided Cooperatively	a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.
	b. Mentors are provided training to guide the candidate during the intern experience.
7.6 Credit	a. Candidates earn graduate credit for their intern experience.

Standard 7.0 Narrative Explanation: This standard addresses the importance of structured, sustained, standards-based experiences in authentic settings. The internship is defined as the process and product that results from applying the knowledge and skills described in the previous standards in a workplace environment. Application of standards-based knowledge, skills, and research in real settings over time is a critical aspect of any institutional program. The provision of graduate credit allows institutions to underscore the importance of this activity **Note:** **Length Equivalency:** The six-month internship experience need not be consecutive, and may include experiences of different lengths. However, all internships must include an extended, capstone experience to maximize the candidates' opportunities to practice and refine their skills and knowledge. This culminating experience may be two noncontiguous internships of three months each, a four-month internship and two field practicums of one month each, or another equivalent combination. Full-time experience is defined as the number of hours per week required for attendance by a full-time student, receiving federal financial assistance (generally 9-12 hours per week).

Examples of Promising Practices for Candidate Performance Activities: Candidates are required to complete a self-inventory based on state or national standards, and develop a self-improvement plan based on the results, which serves as the basis for activities during the internship. Candidates are required to maintain a daily reflection journal throughout the time of the internship. Candidates are required to meet on a regular basis throughout the internship with a team of "critical friends" to discuss the achievement of the goals in their self-improvement plan.

APPENDIX B
ASSESSMENT OF DISPOSITIONS

In _____’s behavior and actions as a leader in my school, there is tangible evidence that s/he believes in, values, and is committed to...

	disagree strongly				agree strongly
Standard 1 – Vision					
the educability of all	1	2	3	4	5
a school vision of high standards of learning	1	2	3	4	5
continuous school improvement	1	2	3	4	5
the inclusion of all members of the school community	1	2	3	4	5
ensuring that students have the knowledge, skills, and values needed to become successful adults	1	2	3	4	5
a willingness to continuously examine one’s own assumptions, beliefs, and practices	1	2	3	4	5
doing the work required for high levels of personal and organization performance	1	2	3	4	5
Standard 2 – Student Learning, Success of all students					
student learning as the fundamental purpose of schooling	1	2	3	4	5
the proposition that all students can learn	1	2	3	4	5
the variety of ways in which students can learn	1	2	3	4	5
life long learning for self and others	1	2	3	4	5
professional development as an integral part of school improvement	1	2	3	4	5
the benefits that diversity brings to the school community	1	2	3	4	5
a safe and supportive learning environment	1	2	3	4	5
preparing students to be contributing members of society	1	2	3	4	5
Standard 3 - Management					
making management decisions to enhance learning and teaching	1	2	3	4	5
taking risks to improve schools	1	2	3	4	5
trusting people and their judgments	1	2	3	4	5
accepting responsibilities	1	2	3	4	5
high-quality standards, expectations, and performances	1	2	3	4	5
involving stakeholders in management processes	1	2	3	4	5
a safe environment	1	2	3	4	5

In _____'s **behavior and actions** as a leader in my school, there is **tangible evidence** that s/he believes in, values, and is committed to...

	disagree strongly				agree strongly
Standard 4 – School community					
schools operating as an integral part of the larger community	1	2	3	4	5
collaboration and communication with families	1	2	3	4	5
involvement of families and other stakeholders in school decision-making processes	1	2	3	4	5
the proposition that diversity enriches the school	1	2	3	4	5
families as partners in the education of their children	1	2	3	4	5
the proposition that families have the best interests of their children in mind	1	2	3	4	5
resources of the family and community needing to be brought to bear on the education of students	1	2	3	4	5
an informed public	1	2	3	4	5
Standard 5 – Ethics					
the ideal of the common good	1	2	3	4	5
the principles of the Bill of Rights	1	2	3	4	5
the right of every student to a free, quality education	1	2	3	4	5
bringing ethical principles to the decision-making process	1	2	3	4	5
subordinating one's own interest to the good of the school community	1	2	3	4	5
accepting the consequences of upholding one's principles and actions	1	2	3	4	5
using the influence of one's office constructively and productively in the service of all students and their families	1	2	3	4	5
development of a caring school community	1	2	3	4	5
Standard 6 – Social context					
education as a key to opportunity and social mobility	1	2	3	4	5
recognizing a variety of ideas, values, and cultures	1	2	3	4	5
importance of a continuing dialogue with other decision makers affecting education	1	2	3	4	5
actively participating in the political and policy-making context in the service of education	1	2	3	4	5
using legal systems to protect student rights and improve student opportunities	1	2	3	4	5

APPENDIX C: INTERNSHIP APPLICATION

Dear Internship Site Supervisor:

The intern presenting this letter to you is requesting that you provide professional guidance as site supervisor for his/her internship in the Education Leadership Program at George Mason University's College of Education and Human Development. It is our hope that this arrangement will be mutually beneficial, as we require interns to address "real life" experiences and situations at their assigned sites.

The requirements and protocol for Education Leadership interns are explained in the internship handbook, which your assigned intern can share with you. As the site supervisor, we ask that you review your intern's plan very carefully and indicate your approval to the intern. We also require that you complete the evaluation of student intern form (Appendix F in the handbook) after your intern has fully implemented his/her internship plan. This evaluation should be shared with and given to the intern. It will be included as part of each intern's Collective Record of internship activities.

One of the purposes of the internship program is to provide opportunities for our students to apply their skills and knowledge in authentic situations under the leadership of experienced professionals. Your willingness to participate in this aspect of our licensure program is extremely important to the future success of our interns, our schools, and the children we serve. I encourage you to nurture a mentoring relationship with the intern under your supervision to make the experience as rich and rewarding as possible. Making yourself available to the intern on a regular basis is a big part of that process. Meeting with your intern once or twice a month would be most appreciated; weekly would be ideal.

If you agree to serve as site supervisor, please sign and date the intern's Education Leadership Internship Application Form. We sincerely appreciate your assistance in helping us to develop outstanding candidates for school leadership positions. We invite your review and comments regarding any phase of the internship as we continue to revise our programs to meet the needs of the individuals and school divisions in our region. Please feel free to contact me any time via e-mail (sbauer1@gmu.edu) or by telephone (703.993.3775).

Thanks again for your help with the internship experience.

Sincerely,

Scott C. Bauer, Ph.D.
Associate Professor, Program Coordinator

EDUCATION LEADERSHIP INTERNSHIP APPLICATION FORM
GEORGE MASON UNIVERSITY
College of Education & Human Development

Ms./Mr. _____
 Last First Middle

Fall 20____
 Spring 20____
 Summer 20____

Home Address: _____ Home Telephone _____
 Street, City, State & Zip

Work Address: _____ Work Telephone _____
 Street, City, State & Zip

E-Mail Address: _____@gmu.edu

Intern's GMU ID# G _____

Primary Site*: _____
 Name of Site Telephone

School Division/district: _____

School Address: _____
 Street City & State Zip Code

Supervisor: Ms. _____
 Dr. _____
 Mr. _____
 Name (Please print) Work Telephone

_____ Position E-Mail Address

_____ Signature Date

Intern: _____
 Signature Date

University Supervisor: _____
 Name (Please print)

_____ Signature Date

*Please list all additional internship sites on the back of this form.

APPENDIX D: INTERNSHIP PLAN

The internship plan should provide a roadmap of the activities you intend to participate in to demonstrate what you know and are able to do as an aspiring school leader. The plan should consider the full range of leadership proficiencies embedded in the ELCC Standards (see Appendix A), and build on your understanding of the specific proficiencies you most need to develop as a school leader (based on your past leadership experiences and already-demonstrated abilities).

In addition to any resources your internship supervisor and site supervisor may make available to you to help you plan your internship activities, you may wish to consult the following:

Martin, G., Wright, W., Danzig, A., Flanary, R., & Brown, F. (2005). *School Leader Internship, 2nd ed.* Larchmont, NY: Eye on Education.

In this manual, the authors provide a breakdown of the skills and abilities that are embedded in each of the six ELCC standards, and list a wide sample of activities that might be undertaken to help develop these skills.

The Internship Plan may take a variety of forms, as guided by the internship supervisor, but must include the following:

- A synopsis of each activity the intern intends to include in the internship, organized by ELCC standard;
- A projected timeline describing when the intern intends to be involved in each activity (e.g., Fall 2007); and
- A description of the role the intern plans to play in each activity (i.e., leader; assistant; participant; observer).

As described earlier, the activities included in the internship should be varied and include placements at multiple levels (e.g., district, elementary, etc.), not just the intern's home school. To the greatest extent possible, it is advantageous for the intern to play a leadership role in internship activities.

The following table provides a sample of possible internship activities organized by standard, including the skill and experience areas aligned to each standard in the Martin, et al. (2005) book, referred to earlier. These examples are NOT meant to be a laundry list of required activities; they are provided only as illustrations. The internship plan should be individualized to the greatest extent possible based on a range of factors, including the intern's leadership development needs; timing; opportunities available; and the needs of the school and school district.

Standard	Skill and experience areas	Sample activities
<p>Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.</p>	<ul style="list-style-type: none"> • Vision/mission • Strategic planning • Data collection and analysis • Effective communication • Negotiation/consensus building • Collaborative decision making 	<ul style="list-style-type: none"> • Participate on a task force that examines and revises the school or school system vision or mission statement • Serve on a school improvement or strategic planning team • Develop and implement a school improvement project based on analysis of current school needs • Develop a vision of effective leadership, teaching and learning with your department / grade level team, and analyze the ways this vision fits with the school vision and mission
<p>Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.</p>	<ul style="list-style-type: none"> • Analyzing the curriculum • School/program scheduling • Supervision of instruction • Learning/motivation theory • Learning technology • Evaluation of student achievement/testing • Supervision of cocurricular activities • Staff development/adult learning • Change processes • Student discipline • Student services 	<ul style="list-style-type: none"> • Participate in or lead a team in analyzing and revising course or subject curriculum • Participate in or lead a team involved in selection and adoption of new texts, technology, or materials to support instructional programs • Conduct one or more classroom observations using the clinical supervision model • Participate in or lead an inservice program on the implementation of instructional technology • Participate in or lead the examination of testing policy and procedures in your school • Participate in or lead a team in your school that analyzes and develops a plan for improving student performance on standardized tests • Participate in or lead the establishment of a cocurricular activity • Develop and implement a school improvement project based on analysis of current school needs • Participate in a conference dealing with student discipline
<p>Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</p>	<ul style="list-style-type: none"> • General office administration • School operations/policies • Facility maintenance / administration / safety and security • Student transportation • Food services • Personnel procedures • Supervision of the budget • School / program scheduling • Collaborative decision making 	<ul style="list-style-type: none"> • Participate in the development of the school schedule • Participate in or lead some aspect of the development of the annual school budget proposal • Participate in or lead some aspect of the development of the school's staffing proposal • Participate in or lead some aspect of the process for hiring instructional staff • Conduct an inventory of current school instructional technology • Participate in or lead some aspect of development of the school census or attendance report • Review and participate in the process of opening or closing the school for the year • Participate or lead some aspect of communicating school health requirements to

		<p>parents and students</p> <ul style="list-style-type: none"> • Participate in the review and revision of school transportation policies • Participate in or lead some aspect of the establishment of a professional position or revision of job description(s)
<p>Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</p>	<ul style="list-style-type: none"> • Community / public relations • Parent involvement • Climate for cultural diversity • Community / business involvement and partnerships 	<ul style="list-style-type: none"> • Participate in or lead a school outreach program • Assist in the development of written communications to be sent out to parents or the public • Participate in or lead the development of some aspect of a school media relations plan • Participate in or lead a program to enhance parent participation in some aspect of their child’s education • Participate in or lead some aspect of a program to promote cultural diversity in the school or school division • Meet confidentially with one or more groups of students to discuss their concerns about cultural diversity or the establishment of a more tolerant school climate • Participate in or lead the establishment of a school partnership
<p>Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.</p>	<ul style="list-style-type: none"> • Position goals and requirements • Philosophy / history of education • Ethics • Interpersonal relations 	<ul style="list-style-type: none"> • Meet confidentially with one or more groups of students to discuss their concerns about academic integrity • Meet confidentially with one or more groups of students to discuss their concerns about fairness • Participate in or lead the examination or establishment of a school honor code • Participate in or lead the creation of a code of ethical practice
<p>Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>	<ul style="list-style-type: none"> • School board policy and procedures, state and federal law • Federal programs administration • Issues and conflict resolution • Current issues affecting teaching and learning • Professional affiliations and resources • Professional library 	<ul style="list-style-type: none"> • Attend one or more school board meetings (collecting agendas and keeping a record of decisions made that affect your school) • Attend one or more sessions in juvenile court • Attend one or more special education placement or annual review meetings • Participate in or lead the process of writing a grant application

APPENDIX E: SAMPLE INTERNSHIP REFLECTIVE JOURNAL ENTRIES

Intern Name: _____ **First Semester Enrolled:** _____

Site Supervisor: _____

University Supervisor: _____

WEEK OF	ACTIVITY	REFLECTION
9/10/07	Participated in first School Leadership Team Meeting	<p><u>The School Leadership Team</u> is working on developing a new mission statement for the school this year. We heard from Ethel how important it is to get “buy-in” for the mission. She also told us that we need the mission statement to be completed by October 1 so that it is ready for a bunch of other activities we have to do. I understand the timeline, but it seems contradictory to write a mission in a hurry and expect to get “buy-in” from the staff and the community. At this point, I don’t see how anyone will be wedded to the mission statement except those on the committee.</p> <p>Our meeting seemed to be sort of non-directed. The agenda wasn’t printed and those of us who are new didn’t get a sense of how this committee really works. I tried to just listen the whole time and see if I could figure out my role and responsibilities. I have some doubts about the future of this committee.</p>

APPENDIX E: SAMPLE INTERNSHIP REFLECTIVE JOURNAL ENTRIES

Intern Name: _____ **First Semester Enrolled:** _____

Site Supervisor: _____

University Supervisor: _____

WEEK OF	ACTIVITIES	REFLECTION
9/17/07	Preparing for Homecoming with the SGA	<p>We had a tough time coming up with a theme that everyone could live with. I tried using some interest-based negotiation techniques and we finally got a consensus—"Cruisin' the Nile Egyptian Style." I think it's goofy, but this is what the kids could agree on and it's their show. We figured out all of the things that need to happen prior to Homecoming Week next month. That was an important first step. I'm really biting my nails on the follow-through.</p> <p>Working with the students is fun because so many of them are so eager and energetic. It is just so hard to keep them focused until we actually finish something. The officers are not as strong as I would like. I need to figure out some ways to give them some leadership training.</p>

APPENDIX F: SITE SUPERVISOR EVALUATION OF INTERN

Please use this evaluation instrument to indicate the performance of the EDLE candidate who interned in your school. This instrument is based on the Virginia Standards for School Administrators. The descriptors are stages in the intern’s growth. Interns will be at various stages based upon the time and opportunities they have had to practice these skills.

Please review and discuss the completed evaluation with the intern. Upon completion, please mail this form to the candidate’s university supervisor (identified below) at this address: George Mason University, Education Leadership Program, 4400 University Drive, MSN4C2, Fairfax, VA 22030-4444.

University Supervisor: _____ Phone: _____

	exceeds standard	meets standard	approaching standard	does not meet standard	no evidence
Domain 1: Planning and assessment					
1.1 The intern effectively employs various processes for gathering, analyzing, and using data for decision making.	4	3	2	1	NE
1.2 The intern contributes to developing and implementing a school improvement plan that results in increased student learning.	4	3	2	1	NE
1.3 The intern supports and assesses instructional programs that enhance teaching and student achievement and the Standards of Learning.	4	3	2	1	NE
1.4 The intern helps develop plans for effective allocation of fiscal and other resources.	4	3	2	1	NE
Domain 2: Instructional leadership					
2.1 The intern communicates a clear vision of excellence and continuous improvement consistent with the goals of the school and the school division.	4	3	2	1	NE
2.2 The intern supervises the alignment, coordination, and delivery of assigned programs and/or curricular areas.	4	3	2	1	NE
2.3 The intern helps select, induct, support, evaluate, and retain quality instructional and support personnel.	4	3	2	1	NE
2.4 The intern contributes to development of staff development programs consistent with program evaluation results and school instructional improvement programs.	4	3	2	1	NE
2.5 The intern identifies, analyzes, and resolves problems using effective problem-solving techniques.	4	3	2	1	NE
Domain 3: Safety & organizational management for learning					
3.1 The intern maintains effective discipline and fosters a safe and positive environment for students and staff.	4	3	2	1	NE
3.2 The intern effectively coordinates the daily operation of the assigned area of responsibility.	4	3	2	1	NE
3.3 The intern effectively manages assigned human, material, and financial resources to ensure student learning and to comply with legal mandates.	4	3	2	1	NE
3.4 The intern demonstrates effective organizational skills to help achieve school, community, and division goals.	4	3	2	1	NE

	exceeds standard	meets standard	approaching standard	does not meet standard	no evidence
Domain 4: Communication and community relations					
4.1 The intern promotes effective communication and interpersonal relations with students and staff.	4	3	2	1	NE
4.2 The intern promotes effective communication and interpersonal relations with parents and other community members.	4	3	2	1	NE
4.3 The intern works collaboratively with staff, families, and community members to secure resources and to support the success of a diverse student population.	4	3	2	1	NE
Domain 5: professionalism					
5.1 The intern models professional, moral, and ethical standards as well as personal integrity in all interactions.	4	3	2	1	NE
5.2 The intern works in a collegial and collaborative manner with administrators, school personnel, and the community to help promote and support the mission and goals of the school and school division.	4	3	2	1	NE
5.3 The intern takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.	4	3	2	1	NE

How did the intern contribute to creating an environment supportive of student learning?

How did the intern contribute to the professional growth of staff?

How did the intern contribute to parent/community communication and collaboration?

Additional comments:

Signature of Site Supervisor

Date reviewed with intern

Signature of Intern