GEORGE MASON UNIVERSITY

GRADUATE SCHOOL OF EDUCATION

Education Leadership Program

**EDLE 791 — Internship in Education Leadership**

**Section X01 – Summer 2009**

**Instructor: Bonnie Pfoutz, Ed.D.**

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4400 University Dr., MSN 4C2

 Fairfax, VA 22030-4444

**Office Hours:** by appointment

# Schedule Information

**Meeting Times:** Fridays, 4:30 – 6:45 pm (initially), and by appointment

 **5/22, 6/6,6/19,6/26 (if needed)**

All students are expected to attend every class session. Personal problems that prevent students from attending class should be reported ahead of time to the instructor via telephone or e-mail.

**Location:** Commerce II Rm 100

**Course Description**

**EDLE 791:** Prerequisites: admission to program and EDLE 620; Co-requisite: EDLE 690. Course must be taken in second term of program. Offers wide range of practical experiences and professional challenges in authentic educational settings. Activities emphasize strategic, instructional, organizational, political, and community leadership.

**Course Goals**

All candidates seeking state licensure as a school administrator or supervisor are required by both the state and other accrediting agencies to complete a standards-based internship. The internship provides opportunities to apply theory to practice within a broad range of leadership and administrative tasks. The central focus of the internship is on planning, experiencing, and reflecting on major responsibilities in school administration and supervision. The internship focuses on the development of skills in the six areas defined within the ELCC standards for school leaders.

Students registered for EDLE 791should be taking **EDLE 690 – Using Research to Lead School Improvement,** or should have already completed this class. (As a culminating activity in the EDLE 690 class, students develop a plan for implementing a school improvement project that becomes the capstone field experience within their internship.)

Enrollment in the internship must total not fewer than three credit hours, representing a minimum of 320 clock-hours of field-based internship experiences. The completion of the internship takes place over a period of *not fewer than* twelve months. EDLE 791 shows up on your transcript as an “in progress” (IP) class until the internship is completed.

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.

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.

A main goal of the initial semester of EDLE 791 is completion of the internship plan. Plans are based on ELCC standards (see Internship Manual, Appendix A). 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.

**Textbook(s) and/or Readings:**

Internship Manual, version 4.1 (Spring 2008)

Osterman, K.F., & Kottkamp, R.B. (2004). *Reflective Practice for Educators* (2nd ed). Thousand Oaks, CA: Corwin Press. (ISBN 0-8039-6801-9)

**Course Expectations and Requirements**

Specific requirements in the internship are described in detail in the Internship Manual. These include the following:

1. The intern will understand and demonstrate proficiencies and dispositions consistent with the ELCC Standards for School Leaders.
2. The intern will work with their site supervisor and other school leaders to prepare an Internship Plan that describes field experiences the intern will pursue in order to demonstrate his/her development of the range of leadership proficiencies associated with each standard. The internship plan will include enactment and evaluation of the School Improvement Project planned during completion of EDLE 690.
3. The intern will implement the internship plan (previously approved by Advisor). During implementation, the intern will maintain up-to-date records, including internship hour verification; frequent reflective journal entries demonstrating growth and understanding; and compilation of artifacts reflecting accomplishments.

Internship activities will result in a minimum of 320 clock-hours of field-based experience. Experiences should include a balance of activities, some of which will be outside of the primary area of assignment. Experiences must be completed and described in the reflective journal in at least three of the four areas of assignment (high, elementary, middle, and/or central office). At least 40-hours must be logged in each of the secondary assignments.
4. The intern will participate in at least two meetings with the university advisor per semester.
5. The intern will complete a portfolio (collective record) of internship accomplishments. The preparation of the collective record is an ongoing and culminating part of the internship experience. The final (presentation) version of the collective record will be done using Taskstream.
6. It is strongly suggested that the intern schedule and participate in a mid-term performance review with the intern supervisor.
7. The intern will seek guidance and feedback from the site supervisor throughout completion of field experiences, and solicit a summative assessment in the form of the *Evaluation of Student Intern*, which is completed by the site supervisor at the end of the internship.
8. The intern will present the web-based collective record to the university supervisor upon completion of all requirements. An individual meeting will be conducted to discuss the record and internship experiences prior to completion of the course.

Failure to meet any of these requirements will result in a failing grade or an extension of the internship (which may include the intern having to register for an additional 3-hour graduate course).

**Relationship of Course to Program Goals**

EDLE 791 student outcomes and activities are directly related to all ELCC Standards and the following program goals:

1. Study and application of theories
2. Reflective practice
3. Improvement of communication skills
4. Development of skills in bringing about change
5. Utilization of technology as a management tool

# GSE Syllabus Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

* Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
* Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/apolicies/#TOC_H12> for the full honor code.
* Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
* Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.
* Each student must complete registration for the course and provide full payment for tuition before beginning the first class.

###### Grading

The internship is a pass/fail course. Students will be graded at the end of the internship. An “IP” will be issued each semester (indicating that work on the internship is in progress) until all requirements have been met.

**Course Timeline**

Summer 2009

 May 22, 2009 Introductions

 Review of Internship Manual

 Begin Shadowing Assignment

 What are the ELCC Standards Anyway?

Disposition 360 activity is started.

 **Required for class:**

 **Internship Manual Printed out**

 **Syllabus printed out**

 ***Reflective Practice* Book**

June 6, 2009 Site supervisor is identified.

 Internship Application Completed

Discuss activities for Standards 1,2,3

What is “Reflective Practice”?

**Required for class:**

 **Complete R*eflective Practice* Reading**

 **Internship Application Completed**

 **Shadowing Assignment**

June 19, 2009 Discuss activities for Standards 4,5,6

 Discuss 360 Assignment

 **Required for class:**

 **360 Assignment**

 **Draft of Plan for Standards 1,2,3**

 June 26, 2009 Individual or small group meetings to review plans

**July 1, 2009 Approved Copy of internship plan signed by site supervisor due to Dr. Pfoutz**

July 2009 –June 2010 **Internship**

Each student will pace his/her internship activities to log approximately 20-30 hours per month, for a year long total of at least 320 intern hours.

September 2009 - **Internship Meetings**

June 2010 Students should attend *at least* one group and two individual meetings, beginning with the first group meeting in September 25, 2009. The individual meetings will be scheduled in fall 2009 and spring 2010 (depending upon the schedule needs of the Instructor and individual students).At least one individual meeting must be a site visit.

July 2009 - **Monthly** **Internship Updates**

May 2010 Each student will submit monthly summaries of internship hours, which include a brief description of leadership activities and reflective journal entries, beginning with the first submission in July or August, 2009. Monthly reports are due by the 5th of the following month.

December 2009 Students should begin to upload material into the **Taskstream** template for the presentation version of the Collective Record.

 Students should revise, complete and post **Platform of Beliefs**.

April - June 2010 Each student will schedule an appointment for a review of the Collective Record. The completed record must be available for the advisor to review at least two weeks prior to the scheduled appointment. The review shall take place during April (spring graduation) or May/June (summer graduation) of 2009.

**Each internship experience is to be completed and the collective record submitted to the instructor no later than July 15, 2011. An extension of the internship beyond this date may result in the intern having to enroll and pay tuition for an additional 3-graduate hours.**

**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 agree strongly 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 1 2 3 4 5
values needed to become successful adults

a willingness to continuously examine one’s own assumptions, 1 2 3 4 5
beliefs, and practices

doing the work required for high levels of personal and 1 2 3 4 5
organization performance

**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 agree
 strongly 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 1 2 3 4 5
decision-making processes

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 1 2 3 4 5
children in mind

resources of the family and community needing to be brought 1 2 3 4 5
to bear on the education of students

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 1 2 3 4 5
community

accepting the consequences of upholding one’s principles 1 2 3 4 5
and actions

using the influence of one’s office constructively and 1 2 3 4 5
productively in the service of all students and their families

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 1 2 3 4 5
affecting education

actively participating in the political and policy-making context 1 2 3 4 5
in the service of education

using legal systems to protect student rights and improve 1 2 3 4 5
student opportunities

 **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 (bpfoutz@gmu.edu) or by telephone (703.536-1693).

Thanks again for your help with the internship experience.

Sincerely,

Bonnie Pfoutz, Ed.D

Assistant Professor, University Supervisor

**EDUCATION LEADERSHIP INTERNSHIP APPLICATION FORM**

**GEORGE MASON UNIVERSITY**

**College of Education & Human Development**

Ms./Mr. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_Fall 20\_\_\_\_

 Last First Middle \_\_\_\_Spring 20

 \_\_\_X\_\_Summer 2009\_\_\_\_

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

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

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

 Dr.

Site Mr.

Supervisor: Ms.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Name (Please print) Work Telephone

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Position E-Mail Address

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

Intern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Signature Date

University Supervisor:\_\_\_\_\_\_\_\_Dr. Pfoutz\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Name (Please print)

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 Signature Date

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

**Internship Plan**

|  |  |  |
| --- | --- | --- |
| Standard | Skill and experience areas | Proposed activities |
| **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.** | * Vision/mission
* Strategic planning
* Data collection and analysis
* Effective communication
* Negotiation/consensus building
* Collaborative decision making
 |  |
| **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.** | * Analyzing the curriculum
* School/program scheduling
* Supervision of instruction
* Learning/motivation theory
* Learning technology
* Evaluation of student achievement/testing
* Supervision of co-curricular activities
* Staff development/adult learning
* Change processes
* Student discipline
* Student services
 |  |
| **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.** | * 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
 |  |
| **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.** | * Community / public relations
* Parent involvement
* Climate for cultural diversity
* Community / business involvement and partnerships
 |  |
| **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.** | * Position goals and requirements
* Philosophy / history of education
* Ethics
* Interpersonal relations
 |  |
| **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.** | * 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
 |  |