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

EDUCATION LEADERSHIP PROGRAM

EDLE 791
Internship in
Education Leadership

Internship
Manual

Approved by the Education Leadership Program Faculty
Fall 2014

Contents

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 Mason **university supervisor**, who guides you through the internship in collaboration with a **site 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 education 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 will be put to the task and your ability to think about the "big picture" will be tested.

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."

Your instructors and university supervisor 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. Check the date this manual was released, listed on the cover page of this manual, and periodically check program resource materials available on Blackboard 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 rigorous performance standards and professional 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 **core values** endorsed by the faculty of the College that serve as a framework for our practice include **collaboration; ethical leadership; innovation; research-based practice;** and **social justice**. 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. Role of the Internship 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 their performance. 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 ELCC standards for building leaders (see Appendix A).

2. The internship

   All candidates seeking state licensure in Administration and Supervision PreK-12 are required by 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 (documented 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 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 building leaders (see Appendix A).

Together, the two sets of experiences provide 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 with an approved comprehensive internship experience 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 authentic leadership experiences aligned with the ELCC standards (see Appendix A), which in turn are closely aligned to the Interstate School Leaders Licensure Consortium (ISSLC) and Virginia 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 to 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 (portfolio) of experiences that is assessed to determine the degree to which candidates meet required standards and competencies. The collective record is presented within this distance education course as a blog using WordPress. Your internship Collective Record is integrated with data on a number of 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. C andidates who have been admitted into the Education Leadership program are required to register for the 3-hours of **EDLE 791 – Internship in Education Leadership** no later than the second semester of their program of study. This class should be taken either concurrently with or just following **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 appears on a candidate's transcript with an "in progress" (IP) grade until the internship is completed.

2. Candidates receive information about the internship experience and develop the **internship plan** during the first semester of the EDLE 791 – Internship in Education Leadership class. This corresponds to **Unit 1** in your distance education class format. The instructor of the internship course is also the candidate's **university supervisor**. (Please note that a candidate's university supervisor may or may not be the same as the candidate's university academic advisor.)

3. Candidates receive information about the College's electronic assessment system when they begin their program of study in Education Leadership (BlackBoard, TaskStream or TK-20). For the distance education sections of this class, you will use WordPress to create a blog that allows you to store and submit your Collective Record. To ensure compliance with program requirements, a template for the Collective Record resides in the system and will be made available by the University Supervisor.

4. Candidates must complete the internship experience to receive a Master's Degree in Education Leadership and/or to be eligible to be licensed in Administration and Supervision PreK-12.

5. 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). **Note: The licensure assessment is a requirement for all candidates seeking the M.Ed. in Education Leadership whether or not individuals intend to work as school administrators.** Official scores must be reported in the Collective Record and submitted to the College of Education & Human Development.

6. 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 supervisor in planning internship experiences.

7. Only the university supervisor can approve the completion of the internship Collective Record for licensure purposes.

8. Information in the Collective Record is a major data source for the exit assessment 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 documented in the **Internship Log** (see Appendix H). The completion of the internship takes place over a period of **not fewer than 12 months**.

1. Internship Plan (see Appendix E & F)

a. Students complete a set of **required activities** that scaffold to each of the ELCC standards, representing approximately half of the internship activities (see Appendix B). One of the distinctive features of the internship within the EDLE program is that the remaining portion of the internship is designed based on a self-assessment of leadership competencies and career objectives. Although students' experiences in the internship may be similar, no two internships need be identical. Instead, your internship plan is based on required activities and activities determined as a result of a dialogue with your university supervisor and site supervisor about the experiences that will 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 in Education Leadership. Plans are based on ELCC standards for building leaders (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 and site supervisor before they may begin to enact their internship plan (see Internship Plan Approval Form, Appendix F). Candidates may not take additional EDLE courses unless and until the internship plan has been approved by the university supervisor.

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 blog using WordPress. The internship Collective Record process is reviewed and clarified during the candidate's EDLE 791 – Internship in Education Leadership class.

c. The internship Collective Record is solely the responsibility of the candidate. However, the candidate's university 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. As an extensive document, the Collective Record requires substantial time for the university supervisor to assess. Candidates should plan for a **4- week period** between submission of the final Collective Record and receipt of university supervisor assessment and submission of grade change from IP to S. The university then requires an additional two weeks to process paperwork that results in the issuance of the College Verification Form, certifying the candidate's completion of a state-approved education leadership program. **This six-week lead time is significant for candidates eager to apply for jobs while completing coursework in the EDLE Program.**

e. **Candidates must complete and submit their Collective Record within 18 months of the date their Internship Plan is approved by their University Supervisor**. The University Supervisor may require revision and resubmission of the Collective Record, and/or completion of additional internship activities in order to successfully complete the internship. **Candidates must complete the internship and receive a satisfactory grade within 24 months of the date their Internship Plan is approved by their University Supervisor**. Failure to satisfactorily complete the Collective Record and be graded in EDLE 791 will result in being assigned an NC (no credit) grade. Candidates who exceed the 24-month time limit may re-enroll in EDLE 791 to complete their internships.

3. Site-Based Internship Logistics

a. Candidates are responsible for making arrangements for their own 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, including those activities that are required.

b. With prior approval of the university supervisor, candidates may include within the internship administrative responsibilities that are already assigned as part of their current professional 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 that may be used to augment the required activities are presented in Appendix E of this document. 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. In general, internship activities should be active rather than passive and should involve leadership to the greatest extent possible.

e. Internship experiences shall involve **multiple sites** with diverse student populations (elementary, middle, high, central office, agency) outside of the intern's primary assignment area. 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 school, 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.

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 must 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), including a description of the enactment of the project and results from the evaluation conducted to ascertain the projects' impact on outcomes related to student learning. In addition, the intern will write an **analysis and reflection** relating to the enactment of the school improvement project. This paper is included in the Collective Record as part of the evidence related to leadership of the SIP.

4. Participation in Required Meetings

a. After admission to clinical practice, EDLE interns are required to participate in periodic meetings with their internship advisor. During your distance education internship, you will participate in small group meetings as well as whole-class meetings using BlackBoard Collaborate. 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. The site supervisor should be asked to complete the **Evaluation of Intern form** (see Appendix I) 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 activities reflected in these standards.] The site supervisor and candidate should sign and date this form, and post a scan of the original to the Collective Record with a reflection written to express lessons learned from this review.

b. A concluding interview with the university supervisor is held using either Skype or Collaborate when the Collective Record assessment is complete. This required interview provides an opportunity for interns to reflect on the entire experience, for the faculty to provide summative feedback to the candidate, and for the university supervisor to check progress toward graduation. Other faculty and professionals may be included in the culminating experience.

c. The completed Collective Record must be submitted to the internship supervisor no less than **four weeks prior** to the concluding review, to ensure sufficient time for a thorough review of material.

d. 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 "NC" (no credit). Candidates who receive an "NC" grade must re-enroll in EDLE 791 in order to be permitted to continue to work on their internship, revise and resubmit the Collective Record, and be eligible to successfully complete the internship.

   i. Candidates seeking licensure from the state should also be aware that once they successfully complete the requirements for the internship and their university 10

supervisor submits their grade, it may take two weeks for the registrar's office to update their transcript reflecting this grade change.

    ii. The **College Verification Form** verifies your completion of a state-approved program and cannot be issued until the internship grade has been changed from IP to S. It is important, therefore, to plan carefully and initiate the review process in a timely fashion. It is the responsibility of the intern to allow enough time for grading, posting the grade, and the issuance of the College Verification Form in preparation for applying for administrative positions requiring licensure.

6. Collective Record Logistics

a. The Collective Record is an evolving document that should be developed concurrently with the intern's experiences. The intern should document all internship activities in the **internship log**, and reflect on experiences by keeping an **internship journal**. The journal should cover all ELCC standards thoroughly. It is advisable to document experiences immediately after they occur, to ensure that no pertinent details are omitted. The Collective Record is built as a blog and is intended to bring together **major reflections** on each ELCC standard, along with artifacts that reflect the Candidate's learning and engagement in leadership activities.

b. Interns are required to **reflect on** their experiences and, in writing, analyze the significance of the experiences for them as educational leaders. Written reflections 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. [See **Unit 1 Lesson 2** for a description of expectations related to reflective writing.]

c. Interns are expected to provide descriptions, artifacts, and written reflections on each of the **required internship activities**. In addition, a **summary reflection** should be written for each standard covering each standard element, based on the student's learning from participation in all activities associated with the standard. Reflections are posted as blog entries, and should be tagged appropriately by standard so that the university supervisor can examine the record of your activities by standard.

d. Except as explicitly noted (e.g., in the Professional Growth Plan), the Collective Record should contain only documentation of actual internship experiences.

e. 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. Consequently, the Collective Record should be well written and carefully edited.

7. Format for the Collective Record

The Collective Record is presented electronically as a blog using WordPress. A template for completion of the Collective Record is provided by your University Supervisor. The template is organized as follows:

1. A single page will be submitted with the following Word or PDF documents linked:
    a. Candidate's current resume
    b. Copy of the approved internship plan
    c. Consolidated log of internship activities - Interns will maintain running records of internship activities and report these periodically to the university supervisor. For the Collective Record, the intern will **consolidate these logs**, by standard, for reporting. (See Appendix J for format.)
    d. School Leaders Licensure Assessment (SLLA) score - Candidates must attach a scanned copy of their SLLA scores in order to demonstrate having passed this Virginia licensure requirement.
    e. Evaluation of Student Intern form (Appendix I)

2. Evidence of internship activities and reflections organized by ELCC standard. Throughout the internship, you will post blog entries to present reflections and artifacts associated with internship activities.
    a. For <u>each</u> standard, the intern presents blog entries for each of the following:
        i. Each required activity
        ii. One to three additional, *significant* activities for each standard
    b. Each blog entry representing *an activity* must include a reflection written in the required format (describe, reflect, connect) along with one to three artifacts that represent evidence of the candidate's leadership.
        i. An artifact can be a file, scanned document, presentation, video, etc., that is linked or attached to the blog entry.
    c. On a separate page in the portfolio, the intern will submit for each standard a summary reflection discussing the intern's assessment of his/her learning on the standard. The reflection should include how the experiences shape the intern's thinking about leadership. Most reflections will be several double-spaced pages in length, and should include commentary on all standard elements.

3. A separate page will be completed that contains links documenting evidence of completion of the School Improvement Project, including the following:
    a. A description of the project as it was enacted;
    b. A summary of the evaluation conducted of the project, including reference to data available relating to attainment of project goals;
    c. A description of the status of the project (i.e., Will the project be continued? How or in what way will it be changed?); and
    d. An analysis and reflection of the candidate's leadership related to the school improvement project, including what was learned through enactment of the SIP.

4. Summary reflection and professional growth plan
    a. Your summary reflection should focus on the two or three most important lessons you take away from your internship. To decide what to include think about the following question: In what ways are you most likely to think, feel, or behave differently as a leader as a result of your experiences as an intern? In addition, reflect on how your internship experience revealed the two or three

ways you feel you most need to grow as a leader.

b. Your professional growth plan stems from your reflection concerning your growth needs – what commitments do you make to continue your development as a school leader? Your plan should outline what you plan to do over the next three years.

APPENDIX A: ELCC BUILDING LEVEL STANDARDS

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC Standard Element 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	
Content Knowledge Programs provide evidence of candidate knowledge of • collaborative school visioning; • theories relevant to building, articulating, implementing, and stewarding a school vision; • methods for involving school stakeholders in the visioning process.	*Professional Leadership Skills* Programs provide evidence that candidates demonstrate skills required to • design and support a collaborative process for developing and implementing a school vision; • articulate a school vision of learning characterized by a respect for students and their families and community partnerships; • develop a comprehensive plan for communicating the school vision to appropriate school constituencies; • formulate plans to steward school vision statements.
ELCC Standard Element 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	
Content Knowledge Programs provide evidence of candidate knowledge of • the design and use of assessment data for learning; • organizational effectiveness and learning strategies; • tactical and strategic program planning; • implementation and evaluation of school improvement processes; • variables that affect student achievement.	*Professional Leadership Skills* Programs provide evidence that candidates demonstrate skills required to • develop and use evidence-centered research strategies and strategic planning processes; • create school-based strategic and tactical goals; • collaboratively develop implementation plans to achieve those goals; • develop a school improvement plan that aligns to district improvement plans.
ELCC Standard Element 1.3: Candidates understand and can promote continual and sustainable school improvement.	
Content Knowledge Programs provide evidence of candidate knowledge of • continual and sustained improvement models and processes; • school change processes for continual and sustainable improvement; • role of professional learning in continual and sustainable school improvement.	*Professional Leadership Skills* Programs provide evidence that candidates demonstrate skills required to • identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; • design a transformational change plan at the school-building-level; • design a comprehensive, building-level professional development program.

ELCC Standard Element 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

Content Knowledge	*Professional Leadership Skills*
Programs provide evidence of candidate knowledge of • effective strategies for monitoring the implementation, revision of plans to achieve school improvement goals, and program evaluation models.	Programs provide evidence that candidates demonstrate skills required to • develop a school plan to monitor program development and implementation of school goals; • construct an evaluation process to assess the effectiveness of school plans and programs; • interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC Standard Element 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

Content Knowledge	*Professional Leadership Skills*
Programs provide evidence of candidate knowledge of • theories on human development behavior, personalized learning environment, and motivation; • school culture and ways it can be influenced to ensure student success.	Programs provide evidence that candidates demonstrate skills required to • collaborate with others to accomplish school improvement goals; • incorporate cultural competence in • development of programs, curriculum, and instructional practices; • monitor school programs and activities to ensure personalized learning opportunities; • recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices; • facilitate the use of appropriate content based learning materials and learning strategies; • promote trust, equity, fairness, and respect among students, parents, and school staff.

ELCC Standard Element 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	
Content Knowledge	*Professional Leadership Skills*
Programs provide evidence of candidate knowledge of • curriculum development and instructional delivery theories; • measures of teacher performance; • multiple methods of evaluation, accountability systems, data collection, and analysis of evidence; • school technology and information systems to support and monitor student learning.	Programs provide evidence that candidates demonstrate skills required to • collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; • use evidence-centered research in making curricular and instructional decisions; • interpret information and communicate progress toward achievement; • design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.

ELCC Standard Element 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	
Content Knowledge	*Professional Leadership Skills*
Programs provide evidence of candidate knowledge of • high-quality professional development for school staff and leaders; • instructional leadership practices; • leadership theory, change processes, and evaluation; • standards for high-quality teacher, principal, and district practice.	Programs provide evidence that candidates demonstrate skills required to • work collaboratively with school staff to improve teaching and learning; • design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; • design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.

ELCC Standard Element 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.	
Content Knowledge	*Professional Leadership Skills*
Programs provide evidence of candidate knowledge of • technology and its uses for instruction within the school; • infrastructures for the ongoing support, review, and planning of instructional technology	Programs provide evidence that candidates demonstrate skills required to • use technologies for improved classroom instruction, student achievement, and continuous school improvement; • monitor instructional practices within the school and provide assistance to teachers; • use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC Standard Element 3.1: Candidates understand and can monitor and evaluate school management and operational systems.	
Content Knowledge	*Professional Leadership Skills*
Programs provide evidence of candidate knowledge of • school management of organizational, operational, and legal resources; • school management of marketing and public relations functions.	Programs provide evidence that candidates demonstrate skills required to • analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; • develop school operational policies and procedures; • develop plans to implement and manage long-range plans for the school.

ELCC Standard Element 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.	
Content Knowledge	*Professional Leadership Skills*
Programs provide evidence of candidate knowledge of • methods and procedures for managing school resources, including the strategic management of human capital, school operations, and school facilities; • alignment of resources to building priorities and forecasting resource requirements for the school; • technology and management systems.	Programs provide evidence that candidates demonstrate skills required to • develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals; • analyze a school's budget and financial status; • develop facility and space utilization plans for a school; • project long-term resource needs of a school; • use technology to manage school operational systems.

ELCC Standard Element 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff.	
Content Knowledge	*Professional Leadership Skills*
Programs provide evidence of candidate knowledge of • school strategies supporting safe and secure learning environments including prevention, crisis management, and public relations; • school strategies supporting student development of self-management, civic literacy, and positive leadership skills; • school-based discipline management policies and plans.	Programs provide evidence that candidates demonstrate skills required to • develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment; • plan an aligned building discipline management policies and plan; • evaluate and implement discipline management plans.

ELCC Standard Element 3.4: Candidates understand and can develop school capacity for distributed leadership.	
Content Knowledge	*Professional Leadership Skills*
Programs provide evidence of candidate knowledge of • the meaning of distributed leadership in a school environment and how to create and sustain it.	Programs provide evidence that candidates demonstrate skills required to • identify leadership capabilities of staff; • model distributed leadership skills; • involve school staff in decision making processes.
ELCC Standard Element 3.5: Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.	
Content Knowledge	*Professional Leadership Skills*
Programs provide evidence of candidate knowledge of • supervision strategies that ensure that teachers maximize time spent on high-quality instruction and student learning; • management theories on effective school time, priorities, and schedules.	Programs provide evidence that candidates demonstrate skills required to • develop school policies that protect time and schedules to maximize teacher instructional time and student learning; • develop a school master schedule.

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC Standard Element 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	
Content Knowledge	*Professional Leadership Skills*
Programs provide evidence of candidate knowledge of • collaboration and communication techniques to improve the school's educational environment; • information pertinent to the school's educational environment.	Programs provide evidence that candidates demonstrate skills required to • use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information; • communicate information about the school within the community.
ELCC Standard Element 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.	
Content Knowledge	*Professional Leadership Skills*
Programs provide evidence of candidate knowledge of • identify and mobilize effective community resources; • school-based cultural competence; • diverse cultural, social, and intellectual community resources.	Programs provide evidence that candidates demonstrate skills required to • identify and use diverse community resources to improve school programs.

ELCC Standard Element 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	
Content Knowledge	*Professional Leadership Skills*
Programs provide evidence of candidate knowledge of • the needs of students, parents or caregivers; • school organizational culture that promotes open communication with families and caregivers; • school strategies for effective oral and written communication with families and caregivers; • approaches to collaboration with families and caregivers.	Programs provide evidence that candidates demonstrate skills required to • conduct needs assessments of families and caregivers; • develop collaboration strategies for effective relationships with families and caregivers; • involve families and caregivers in the decision-making processes at the school.

ELCC Standard Element 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners	
Content Knowledge	*Professional Leadership Skills*
Programs provide evidence of candidate knowledge of • the needs of school community • partners; • school organizational culture that promotes open communication with community partners; • school strategies for effective oral and written communication with community partners; • collaboration methods to develop and sustain productive relationships with community partners.	Programs provide evidence that candidates demonstrate skills required to • conduct needs assessment of community partners; • develop effective relationships with a variety of community partners; • involve community partners in the decision-making processes at the school;

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard Element 5.1: Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success.	
Content Knowledge	*Professional Leadership Skills*
Programs provide evidence of candidate knowledge of • practices demonstrating principles of integrity and fairness; • federal, state, and local legal and policy guidelines that creates operational definitions of accountability, equity, and social justice.	Programs provide evidence that candidates demonstrate skills required to • act with integrity and fairness in supporting school policies and staff practices that ensure every students' academic and social success; • create an infrastructure that helps to monitor and ensure equitable practices.

ELCC Standard Element 5.2: Candidates understand and can model principles of self awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	
Content Knowledge Programs provide evidence of candidate knowledge of • the basic principles of ethical behavior established by legal and professional organizations; • the relationship between ethical behavior, school culture, and student achievement; • the effect of ethical behavior on one's own leadership.	*Professional Leadership Skills* Programs provide evidence that candidates demonstrate skills required to • formulate a school-level leadership platform grounded in ethical standards and practices; • analyze leadership decisions in terms of established ethical practices.
ELCC Standard Element 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.	
Content Knowledge Programs provide evidence of candidate knowledge of • democratic values, equity, and diversity	*Professional Leadership Skills* Programs provide evidence that candidates demonstrate skills required to • develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; • develop appropriate communication skills to advocate for democracy, equity, and diversity.
ELCC Standard Element 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.	
Content Knowledge Programs provide evidence of candidate knowledge of • moral and legal consequences of decision making in schools; • strategies to prevent difficulties related to moral and legal issues.	*Professional Leadership Skills* Programs provide evidence that candidates demonstrate skills required to • formulate sound school strategies to educational dilemmas; • evaluate school strategies to prevent difficulties related to moral and legal issues.
ELCC Standard Element 5.5: Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.	
Content Knowledge Programs provide evidence of candidate knowledge of • the relationship between social justice, school culture, and student achievement; • theories of efficacy.	*Professional Leadership Skills* Programs provide evidence that candidates demonstrate skills required to • review and critique school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school; • develop the resiliency to uphold core values and persist in the face of adversity.

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies

ELCC Standard Element 6.1: Candidates understand and can advocate for school students, families, and caregivers.	
Content Knowledge	*Professional Leadership Skills*
Programs provide evidence of candidate knowledge of • policies, laws, and regulations enacted by state, local, and federal authorities that affect schools; • the effect that poverty, disadvantages, and resources have on families, caregivers, communities, students, and learning.	Programs provide evidence that candidates demonstrate skills required to: • analyze how law and policy is applied consistently, fairly and ethically within the school; • advocate based on an analysis of the complex causes of poverty and other disadvantages; • serve as a respectful spokesperson for students and families within the school.

ELCC Standard Element 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment	
Content Knowledge	*Professional Leadership Skills*
Programs provide evidence of candidate knowledge of • the larger political, social, economic, legal, and cultural context; • ways that power and political skills can influence local, state, or federal decisions.	Programs provide evidence that candidates demonstrate skills required to • advocate for school policies and programs that promote equitable learning opportunities and student success; • communicate policies, laws, regulations, and procedures to appropriate school stakeholders.

ELCC Standard Element 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	
Content Knowledge	*Professional Leadership Skills*
Programs provide evidence of candidate knowledge of • future issues and trends that can affect schools (e.g., entrepreneurial approaches); • contemporary and emerging leadership strategies to address trends.	Programs provide evidence that candidates demonstrate skills required to • identify and anticipate emerging trends and issues likely to affect the school; • adapt leadership strategies and practice to address emerging school issues.

APPENDIX B - REQUIRED INTERNSHIP ACTIVITIES

	Required Activity (approximate hour minimum)
Standard 1	• Serve as a member or leader of the school improvement planning team (16) • Compare and contrast your school's mission statement with the district's mission and strategic goals, and with at least one other school's mission statement. Prepare recommendations for updating the mission; present recommendations to administration (6) • Review and revise your personal Platform of Beliefs created in EDLE 620. Discuss this document with your site supervisor and one or more teachers in your school and reflect on how your beliefs as a leader have changed (4)
Standard 2	• Implement and evaluate the school improvement project (60) • Lead a staff development program based on assessed needs of the school and the school's vision and goals (12) • Conduct walkthrough observations using a template or observation tool that exists in your school. Meet with an assistant principal and discuss data that were collected. Follow up with teachers to the extent recommended by the assistant principal (8) • Participate in or lead an in-service program or evaluation related to the integration or use of instructional technology (8)
Standard 3	• Review hiring procedures at your school, and participate in the process of interviewing potential new hires (8) • Participate in the development of the school's master schedule (6) • Participate in developing the school budget proposal or reconciliation of school financial accounts/records (6) • Participate in a building maintenance or safety audit or walk-through (6)
Standard 4	• Organize and participate in an activity that involves parents and/or families in students' learning (12) • Organize and run one or more community focus groups dealing with suggestions for improving visibility and communications with the local school community. Present recommendations to administration (12)
Standard 5	• Lead a group of fellow professionals in the school to study your school's disciplinary procedures and practices, with an emphasis on fairness and equity. Prepare recommendations for improvement (8) • Attend one or more special education placement or annual review meetings (8)
Standard 6	• Attend at least 1 school board meeting and record actions taken and reasons for the actions, including policies and regulations that affect schools or the educational opportunity of students (6) • Participate in or lead the process of writing a grant application for the school (8) • Create and enact an advocacy plan seeking to address a needed change in policy or practice that impacts the lives of students in your school or school community (10)

APPENDIX C - CEHD ASSESSMENT OF DISPOSITIONS

Dispositions reflect one's attitudes and deeply held beliefs. They can be positive (e.g., committed) or negative (e.g., apathetic). Dispositions are not directly "visible," but are inferred from one's actions. Throughout a candidate's program of study at George Mason, s/he should demonstrate behaviors that reflect positive dispositions befitting a professional.

For each of the following dimensions, please rate the degree to which you observe _____ behaving in a fashion consistent with each disposition:

	Not at all observed				frequently observed
Openness to Feedback - Is receptive to constructive criticism/growth-producing feedback - Self-regulates and modifies professional behavior based on feedback - Is committed to professional growth to improve practice	1	2	3	4	5
Collaboration and Teamwork - Exhibits teamwork for school improvement - Collaborates well with others - Actively participates - Is caring, empathetic and respectful to others	1	2	3	4	5
Cultural Responsiveness - Treats individuals in an unbiased manner - Embraces differences - Views diversity as an asset	1	2	3	4	5
Continuous Improvement/ Change Orientation - Takes initiative appropriately - Seeks opportunities for continuous improvement and change - Seeks evidence for decision making - Is willing to take appropriate risks/try new things	1	2	3	4	5
High Expectations for Learning - Takes appropriate responsibility for student learning - Hold high expectations for all learners - Monitors and assesses student learning to provide feedback that improves learning	1	2	3	4	5
Advocacy - Actively advocates on behalf of students and families - Seeks to understand and address student issues and challenges - Shows a genuine interest in others' well-being - Seeks to direct students and their families to needed resources	1	2	3	4	5
Professionalism - Is punctual and well prepared - Exhibits professional demeanor (dress & appearance) - Is reliable, responsible - Demonstrates respect for students/families, staff, and/or property - Uses technology & social media appropriately	1	2	3	4	5
Legal and Ethical Conduct - Exhibits integrity and ethical behavior - Maintains privacy or confidentiality of sensitive information - Demonstrates fairness and consistency in applying and enforcing rules & policies	1	2	3	4	5

APPENDIX D: 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 George Mason University College of Education and Human Development Education Leadership Program. 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 Manual, 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 G in the Manual) 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 (alohse@gmu.edu) or by telephone (703.993.5699).

Thanks again for your help with the internship experience.

Sincerely,

Anne-Marie Balzano, Ed.D.
Assistant Professor, Program Coordinator

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

Ms./Mr. _____   _____ Fall   20____
        Last   First   Middle   _____ Spring   20____
                                                          _____ Summer 20____

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

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

E-Mail Address: _____@gmu.edu

Intern's Mason 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: _____
          Name (Please print)

         _____   _____
              Signature   Date

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

APPENDIX E: 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), include the required activities (Appendix B), and for the remaining activities you select, 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 2011); 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 an active 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.

The 2011 ELCC Standards: Skills and Sample Activities

Standard	Skill and experience areas	Sample activities
Standard 1.0: **A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.**	• Vision/mission • Strategic planning • Data collection and analysis • Effective communication • Negotiation/consensus building • Collaborative decision making	• 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
Standard 2.0: **A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.**	• 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	• 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

Standard 3.0: **A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.**	• 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	• 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 parents and students • 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)
Standard 4.0: **A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.**	• Community / public relations • Parent involvement • Climate for cultural diversity • Community / business involvement and partnerships	• 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

Standard 5.0: **A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self- awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.**	• Position goals and requirements • Philosophy / history of education • Ethics • Interpersonal relations	• 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
Standard 6.0: **A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.**	• 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	• 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 F: INTERNSHIP PLAN FORMAT

Name: _____

Primary site: _____

Secondary sites: _____

Standard 1: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.			
Activity (Brief)	**Element(s)**	**Role (L/A/P/O)***	**Site**
Serve as a member or leader of the school improvement planning team (16)	1.2, 1.3, 1.4, 2.2, 2.3		
Compare and contrast your school's mission statement with the district's mission and strategic goals, and with at least one other school's mission statement. Prepare recommendations for updating the mission; present recommendations to administration (6)	1.1		
Review and revise your personal Platform of Beliefs created in EDLE 620. Discuss this document with your site supervisor and one or more teachers in your school and reflect on how your beliefs as a leader have changed (4)	1.1, 2.1		

Standard 2: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.			
Activity (Brief)	**Element(s)**	**Role (L/A/P/O)***	**Site**
Implement and evaluate the school improvement project (60)	2.1, 2.2, 2.3, 2.4, 3.4, 3.5		
Lead a staff development program based on assessed needs of the school and the school's vision and goals (12)	2.2, 1.3		
Conduct walkthrough observations using a template or observation tool that exists in your school. Meet with an assistant principal and discuss data that were collected. Follow	2.3, 2.4		

Activity (Brief)	Element(s)	Role (L/A/P/O)*	Site
up with teachers to the extent recommended by the assistant principal (8)			
Participate in or lead an inservice program or evaluation related to the integration or use of instructional technology (8)	2.4, 2.2, 2.3		

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

Activity (Brief)	Element(s)	Role (L/A/P/O)*	Site
Review hiring procedures at your school, and participate in the process of interviewing potential new hires (8)	3.1,		
Participate in the development of the school's master schedule (6)	3.5, 3.1, 3.2		
Participate in developing the school budget proposal or reconciliation of school financial records/accounts (6)	3.2, 3.3		
Participate in a building maintenance or safety audit or walk-through (6)	3.2, 3.3		

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

Activity (Brief)	Element(s)	Role (L/A/P/O)*	Site
Organize and participate in an activity that involves parents and/or families in students' learning (12)	4.1, 4.2, 4.3, 4.4		
Organize and run one or more community focus groups dealing with suggestions for improving visibility and communications with the local school community. Present recommendations to administration (12)	4.2, 4.3, 4.4		

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

Activity (Brief)	Element(s)	Role (L/A/P/O)*	Site
Lead a group of fellow professionals in the school to study your school's disciplinary procedures and practices, with an emphasis on fairness and equity. Prepare recommendations for improvement (8)	5.1, 5.2, 5.4		
Attend one or more special education placement or annual review meetings (8)	5.1, 5.2, 5.3, 5.4, 6.1		

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies

Activity (Brief)	Element(s)	Role (L/A/P/O)*	Site
Attend at least 1 school board meeting and record actions taken and reasons for the actions, including policies and regulations that affect schools or the educational opportunity of students (6)	6.2, 6.3		
Participate in or lead the process of writing a grant application for the school (8)	6.1, 6.2, 6.3		
Create and enact an advocacy plan seeking to address a needed change in policy or practice that impacts the lives of students in your school or school community (10)	6.3, 6.2, 4.4		

*Leader, Assistant, Participant, Observer

APPENDIX G: INTERNSHIP PLAN APPROVAL FORM

Intern: _____   Date: _____

University Supervisor (please print) _____

    I have read the internship plan for the intern named above
and (check one):

        ☐ I approve the plan unconditionally

        ☐ I approve the plan conditionally (see requirements on reverse or attached)

        ☐ I do not approve the plan

    University Supervisor: _____
                            (signature)

Site Supervisor (please print): _____

    I have read the internship plan for the intern named above
and (check one):

        ☐ I approve the plan unconditionally

        ☐ I approve the plan conditionally (see requirements on reverse or attached)

        ☐ I do not approve the plan

    Site Supervisor: _____
                    (signature)

    Intern: _____
              (signature)

APPENDIX H: SAMPLE INTERNSHIP LOG AND JOURNAL

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

Site Supervisor: _____

University Supervisor: _____

Date and Contact	Time (hours)	Activity (Brief)	Relevant ELCC Standards Met (use #'s)	Role (L, A, P, O*)
9/10/12	1.5	School Leadership Team meeting on school vision	1.1	P, O
9/19/12	3.5	Analyze school enrollment data and draft a 2-year staffing plan for school	1.2	L
	Running Total **5.0**			***Leader, Assistant, Participant, Observer**

Week of	Activity	Location	Reflection
9/10/12	School leadership team meeting on school vision	Home school	The School Leadership Team is working on developing a new vision statement for the school this year. I attended this first meeting as a co-facilitator of the team. The team includes reps from each grade level. 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 incorporated into the school's annual improvement plan. 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. The deadline seems rather close if we are going to really get input from stakeholders, which makes the exercise seem artificial. As a leader, I wonder if it wouldn't be better to let the team focus on reviewing our current mission before the deadline, communicating to faculty and staff that we did this, and look at spending more time during the year seeking significant input for a full revision. This activity relates to ELCC standard 1.1, primarily, since we are focused on reviewing and maybe revising the school's mission and vision. As noted above, I think there isn't enough time to get stakeholder input, making this seem artificial. This is intended to be a collaborative process. Since the leadership team includes reps from each grade level, the team could review the mission, but I have concerns that special area teachers are not represented. If I were leading the process, I might pay more attention to the in establishing ground rules, and suggest an alternative goal that would better suit the time line we are under. I will speak with Ethel between meetings, and feel that I must play a more active role in agenda-setting and facilitating to promote more diverse input.

APPENDIX I: 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

APPENDIX J: CONSOLIDATED INTERNSHIP LOG

(please color code other site activities)

ELCC Standard 1.0				
Dates, location	**Time (hours)**	**Activity (Brief)**	**Standard Element(s)**	**Role (L/A/P/O)***
		Serve as a member or leader of the school improvement planning team (16)	1.3, 1.4, 2.2	
		Compare and contrast your school's mission statement with the district's mission and strategic goals, and with at least one other school's mission statement. Prepare recommendations for updating the mission; present recommendations to administration (6)	1.1, 1.2, 3.1	
		Review and revise your personal Platform of Beliefs created in EDLE 620. Discuss this document with your site supervisor and one or more teachers in your school and reflect on how your beliefs as a leader have changed (4)		
Total				

ELCC Standard 2.0				
Dates, location	**Time (hours)**	**Activity (Brief)**	**Standard Element(s)**	**Role (L/A/P/O)***
		Implement and evaluate the school improvement project (60)	2.1, 2.2, 2.3, 3.4, 4.1	
		Lead a staff development program based on assessed needs of the school and the school's vision and goals (12)	2.2, 2.3, 2.4, 1.2, 1.2	
		Conduct walkthrough observations using a template or observation tool that exists in your school. Meet with an assistant principal and discuss data that were collected. Follow up with teachers to the extent recommended by the assistant principal (8)	2.1, 2.2, 2.3, 3.5	
		Participate in or lead an inservice program or evaluation related to the integration or use of instructional technology (8)	2.4, 2.2, 2.3	
Total				

ELCC Standard 3.0				
Dates, location	**Time (hours)**	**Activity (Brief)**	**Standard Element(s)**	**Role (L/A/P/O)***
		Review hiring procedures at your school, and participate in the process of interviewing potential new hires (8)	3.1, 3.2, 3.3	
		Participate in the development of the school's master schedule (6)	3.5, 3.1, 3.2	
		Participate in a building maintenance or safety audit or walk-through (6)	3.2, 3.3	
		Participate in developing the school budget proposal or reconciliation of school financial records/accounts (6)	3.2, 3.3	
Total				

ELCC Standard 4.0				
Dates, location	**Time (hours)**	**Activity (Brief)**	**Standard Element(s)**	**Role (L/A/P/O)***
		Organize and participate in an activity that involves parents and/or families in students' learning (12)	4.2, 4.3. 4.4	
		Organize and run one or more community focus groups dealing with suggestions for improving visibility and communications with the local school community. Present recommendations to administration (12)	4.1, 4.2, 4.3	
Total				

ELCC Standard 5.0				
Dates, location	**Time (hours)**	**Activity (Brief)**	**Standard Element(s)**	**Role (L/A/P/O)***
		Lead a group of fellow professionals in the school to study your school's disciplinary procedures and practices, with an emphasis on fairness and equity. Prepare recommendations for improvement (8)	5.1, 5.2, 5.3, 5.4, 5.5	
		Attend one or more special education placement or annual review meetings (8)	5.1, 5.3, 5.4, 6.1	
Total				

ELCC Standard 6.0				
Dates, location	**Time (hours)**	**Activity (Brief)**	**Standard Element(s)**	**Role (L/A/P/O)***
		Attend at least 1 school board meeting and record actions taken and reasons for the actions, including policies and regulations that affect schools or the educational opportunity of students (6)	6.1, 6.2	
		Participate in or lead the process of writing a grant application for the school (8)	6.1, 6.2, 6.3	
		Create and enact an advocacy plan seeking to address a needed change in policy or practice that impacts the lives of students in your school or school community (10)	6.3, 6.2, 4.4	
Total				

*Leader, Assistant, Participant, Observer

Total time	
Home school	
Site 2	
Site 3	
Total hours	