

## Clinical Design

<b>COURSE PURPOSE AND OBJECTIVES</b>
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Leadership experiences and performance-based are embedded into many courses in the M.Ed. in Leadership and the Tier One Certification Only courses. This clinical practice sequence (EDLR 6900, EDLR 6901, EDLR 6902) goes beyond and may extend those course performances.

### *Purpose*

Beginning Leader Candidates (BLCs) participate in an entry level educational leadership preparation program providing a minimum of 250 hours of clinical practice consisting of significant opportunities for candidates to synthesize, apply knowledge, practice and develop the skills identified in Georgia Professional Services Commission (GaPSC) Educator Preparation Rule 505-3-.77, the 2017 GaPSC Leadership Standards and the Georgia Leader Keys Effectiveness (LKES) Standards. Substantial, sustained, standards-based work in diverse settings will be provided through clinical experiences planned and guided cooperatively by the educator preparation provider (EPP), candidate, and mentor. Where deviations are necessary to meet the specific needs of a BLC, such deviations must result in equivalent structures and procedures that meet the intent of PSC Educator Preparation Rule 505-3-.77, the Educational Leadership Program, and PSC Certification Rule 505-2-.300, Educational Leadership.

### *Course Objective*

Having completed all required courses in the M.Ed. program, educational leadership candidates will:

- Synthesize, apply knowledge, practice, and develop the leadership skills identified in the Georgia Leadership Standards (knowledge; **comprehension**; **analysis**; **synthesis**; **application**). 2015 Georgia Leadership Standards 1, 2, 3, 4, 5, 6, &7.
- Perform substantial and sustained residency assignments and activities with increasing complexity in diverse settings cooperatively planned by Beginning Leadership Candidate's Support Team (BLCST) (**analysis**; **synthesis**; **application**, **evaluation**). 2015 Georgia Leadership Standards 1, 2, 3, 4, 5, 6, &7.
- Observe highly skilled leaders in multiple settings (**analysis**; **synthesis**; **application**, **evaluation**). Georgia Leadership Standards 1, 2, 3, 4, 5, 6, &7.
- Work with diverse groups of professional colleagues, students, parents, and communities to build appropriate leadership knowledge, skills and dispositions needed to lead effective teaching learning for all students (**analysis**; **synthesis**; **application**, **evaluation**). Georgia Leadership Standards 3, 4, & 6

