

**LEAD 7900/7910  
LEADERSHIP INTERNSHIP  
3 Semester Hours**

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**Dewar College of Education  
Valdosta State University  
Department of Curriculum, Leadership, and Technology**

*Positively Impacting Learning through Evidence-Based Practices*

**Conceptual Framework: Guiding Principles**

**Dispositions** Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity** Principle: All learners deserve high expectations and support.

**Process** Principle: Learning is a lifelong process of development and growth.

**Ownership** Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

**Support** Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact** Principle: Effective practice yields evidence of learning.

**Technology** Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

**Standards** Principle: Evidence-based standards systematically guide professional preparation and development.

**SUGGESTED TEXTBOOK**

LiveText: [www.livetext.com](http://www.livetext.com)

Purchase the \$89 "College LiveText edu solutions" version at  
<https://secure.livetext.com/misk5/buy?site=college>

**COURSE DESCRIPTION**

**Prerequisite: Consent of instructor required.**

A supervised field experience designed for the candidate to acquire appropriate educational leadership, administrative and instructional supervision competencies.

## COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

### The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills learned in standards 1-6 in real settings under the guidance of university supervisors and school personnel

### COURSE OBJECTIVES (CO):

#### Students will:

Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide future leaders with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.

Have a minimum of 125 hours of full-time field experiences.

Participate in planned field experiences during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.

Apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.

Have experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.

Have experiences which include work with appropriate community organizations such as social service groups and local businesses.

Participate in experiences planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research.

Work with Mentors to guide the candidate during the field experiences.

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Students will document required leadership activities in the Inventory of Leadership Experiences on LiveText (see handout on ILE). The ILE is the final comprehensive assessment for the M.Ed. and Ed.S. in Educational Leadership and Add-On Certification.

See the Educational Leadership Program Handbook for additional information.

(ELCC 1-7; PSC 1-6; BOR 1-10)

## CLASS POLICIES AND EXPECTATIONS

1. Only typewritten papers are acceptable. Handwritten papers will be returned. The exception to this rule is in-class writing when a computer is not available.
2. Near-letter quality dot-matrix printouts with rough-shaped letters are unacceptable. (See page 238 of the APA publication manual).
3. Before submitting paper assignments, be sure they adhere to the following guidelines:
  - a. Typed and double-spaced. – 12 point font
  - b. Cover page with the name of the assignment, title of the articles, name of the authors, name of the publication, date of the publication, your name, and submission date.
  - c. Papers more than one page should be stapled. (No folders please)

## COURSE EVALUATION

Because of the nature of the Inventory of Leadership Experiences, the evaluation process will be continuous. This continuous process will involve conferencing with the Leadership Mentor, field conferences and office meetings with the intern and scheduled reviews of the Inventory of Leadership Experiences via LiveText.

The intern may receive a final grade of S (Satisfactory) or U (Unsatisfactory). To earn an S, an intern must satisfactorily complete an Inventory of Leadership Experiences. A grade of I (Incomplete) will be assigned when a candidate has not satisfactorily:

LEAD 7900—5 PBA's

LEAD 7910—The entire ILE. (32 required PBAs for degree seeking candidates or 20 required PBAs for add-on candidates as negotiated with advisor.

A grade of U will be assigned for work that does not meet the minimum standards and represent no academic credit will be earned. Should the candidate earn a grade of U, the advisor, Internship/Practicum Instructor, and Candidate will develop a remediation plan. The grades of S and U will not be included in the computation of the grade point average.

COMPLETED ILEs or PBAs MUST BE SUBMITTED TO THE ADVISOR AT LEAST 2 WEEKS PRIOR TO THE END OF THE TERM

### ATTENDANCE POLICY

Students are expected to attend all required seminars. If problems arise, students should contact the instructor in advance. Students not attending scheduled seminars may earn an incomplete for the semester and be required to attend a make-up seminar the following semester.

### POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:  
FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

THIRD OFFENSE: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

### SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

## INSTRUCTOR

*Dr. Don Leech, Department Head and Associate Professor*

Office: Room 255

Telephone:

Office: (229) 333-5924

Home: (229) 253-1473

E-mail: [dwleech@valdosta.edu](mailto:dwleech@valdosta.edu)

Please place LEAD 7900 or LEAD 7910 at beginning of subject.

## CERTIFICATION PROCESS

If you are planning to add the field of Educational Leadership to your current professional certificate, this application process must be initiated through the dean's office in the College of Education (EC 227). In order to complete this process, a copy of your Praxis II scores (all four pages) in Educational Leadership must be submitted to the dean's office. Your scores may be delivered in person, mailed, or FAXED (229-333-5439).

The paperwork required to complete your certification includes the following: (1) a certification application (this may be obtained from the dean's office, your local board office, or downloaded from the PSC website), (2) a college recommendation form (this form is completed by the dean's office), and (3) an official transcript (the transcript is obtained by the dean's office after the semester ends and final grades have been posted).

Once you have completed all program requirements, contact Ms. Jania Klein in the dean's office (229-333-5925) for assistance in completing the certification process.