This course supports the assessments for Practicum in Elementary Educational Leadership Part 2. The course covers five competencies and represents five competency units.

**Introduction**

**Overview**
The Practicum in Elementary Educational Leadership consists of two courses, Part 1 and Part 2. These courses include a series of performance tasks to take place under the leadership of a practicing school principal or assistant principal in an approved elementary practicum school site under the leadership and supervision of the cooperating administrator in your case study school site.

**Getting Started**
The Practicum in Elementary Educational Leadership requires a minimum number of hours of documented practice. Locate your required minimum hours [here](#). The required number of hours are spread over the practicum Part 1 and Part 2.

**State Licensure Examinations**
During the Educational Leadership Practicum, you will also be expected to take and pass your state's licensure examination(s) required for certification as an elementary school principal.

ELCC Standards provide you with a good framework of experiences needed in education today. Be sure to relate your practicum experiences to the ELCC standards and record the standard in your practicum log.

**Capstone Project**
If you are enrolled in CWEL, you may be concurrently working on your capstone action research project in conjunction with your assigned capstone course instructor. Please refer to your Educational Leadership Capstone course of study for additional information. Many of your capstone hours are related to the practicum and can be included in the aforementioned practicum hours.

**Competencies**
This course, Practicum in Educational Leadership Part 2, provides guidance to help you demonstrate the following five competencies:

- **Competency 610.9.3: Planning for Stakeholder Involvement**
  The graduate plans for engagement and involvement of community stakeholders and district personnel.
• **Competency 610.9.4: Technology Tools**
  The graduate evaluates and employs appropriate technology tools in carrying out the responsibilities of instructional team leadership.

• **Competency 610.9.5: Team Leadership Style**
  The graduate analyzes a personal style of instructional team leadership and its effect on student achievement and school operations.

• **Competency 610.9.6: Curricular Gap Analysis**
  The graduate conducts a curricular gap analysis as a data-driven school improvement measure.

• **Competency 610.9.7: Action Research**
  The graduate conducts action research to support improvement of a PK-12 school organization's key performance processes and outcomes.

**Important Notice: Field Experience Requirements**

In order to complete your field work (practicum), you must complete all requirements as noted in your Field Experience Portal and receive formal approval from Field Placement. All practicum hours must be conducted at the assigned school(s) or during school-related activities in the community. To access the Field Experience Portal, go to the Field Experience button in your Degree Plan.

Prior to beginning Practicum in Elementary Educational Leadership Part 2, WGU expects you to take and pass your state’s licensure examination(s) required for certification as a school principal. Refer to the [WGUPraxis Program/Graduation Requirements in the Student Handbook](#), which contains information about the exams required by your state. Certain exams are required by your program before you can graduate and be recommended for licensure/endorsement.

**Performance Assessments**

The performance assessment for Practicum in Elementary Educational Leadership Part 1 (C869) contains three tasks, an observation, a midterm evaluation, and one midterm observation and evaluation.

The performance assessment for Practicum in Elementary Educational Leadership Part 2 (C699) contains six tasks, an observation, the final evaluation, and one final observation and evaluation. When you have completed the minimum practicum hours in Secondary Educational Leadership Parts 1 and 2, you will submit your [Primary Educational Leadership Practicum Log](#). The Teacher and Principal Success Team will "pass" the log after receiving the two observations, the midterm and final evaluation from your clinical supervisor. Your clinical supervisor will submit the observations and evaluations directly to WGU. You will be emailed a copy of these forms. If you do not receive copies of your observations or evaluations, please contact your clinical supervisor to ensure the forms were submitted. You may also contact teachersuccess@wgu.edu for additional questions or concerns.

**Advanced Program Field Handbook**
The Advanced Programs field handbook provides additional details about your practicum, observations and evaluation.

**Teaching Dispositions Statement**  
Please review the Statement of Teaching Dispositions.

**Course Instructor Assistance**  
As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. Successful students report that working with a course instructor is the key to their success. You should expect to work with course instructors for the duration of your coursework, you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!

**Preparing for Success**

The information in this section is provided to detail the resources available for you to use as you complete this course.

**Learning Resources**

The learning resources listed in this section are required to complete the activities in this course.

**Automatically Enrolled Resources**

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

**VitalSource E-Texts**

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.


*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

**Other Learning Resources**

**Education Criteria for Performance Excellence**
You will access the following Baldrige National Quality Program resource:

• [Education Criteria for Performance Excellence](#)

**Application for School Administrator Certificate**

Now that you have started your practicum and are nearing completion of your Master's in Elementary Educational Leadership, it is time to start preparing your application for certification as a school administrator.

You are required to take and pass your state's certification examination(s) before completing the MS in Elementary Educational Leadership Program. The instructions to apply for a school administrator certificate and the number of hours required for the practicum in each state are accessible in the [WGU Student Handbook](#).

Type the name of your state into the search box to bring up the relevant article. You can also select the "TC Licensure and Certification" folder from the list of folders on the left side of the main page, and then select your state’s sub-folder.

Many states require that a recommendation form for certification be completed by the university. These forms should be sent to the attention of the Teachers College Certification Officer at the contact information below:

Western Governors University  
4001 South 700 East, Suite 700  
Salt Lake City, UT 84107  
Fax number: 801-401-7961
Please contact licensure@wgu.edu with any questions or concerns you may have regarding your path to certification.

**Action Research, Part I**

During this part of the practicum experience, in addition to continuing your accrual of practicum hours, you will also examine models of action research as well as prior performance tasks you have completed.

Action research allows those acting as teacher-researchers to conduct research in authentic settings that will result in meaningful recommendations for performance and process improvements.

**Engaging in Action Research**

The following activities will assist you in the concurrent completion of your Capstone Action Research Project.

**SuperVision Reading**

Read the following in *SuperVision and Instructional Leadership*.

- Chapter 20: "Action Research: The School as the Center of Inquiry"

As you read, make note of the varied models of action research that are conducted in school settings and consider the action research needs that may be present in your case study school setting. Also, consider a potential model of action research with which you would be most comfortable.

**Mentor Discussion**

Discuss with your mentor and/or capstone facilitator any questions you have regarding the case study approach and conducting action research in your case study setting.

**Notebook Activity: Essay on Research Methodology**

Write an essay in your notebook in which you:

A. define action research as a research methodology by doing the following:
   - identify two major characteristics of action research methodology.
   - explain two purposes of action research in educational settings.
   - identify the five phases of action research.
B. contrast the advantages and disadvantages of using action research methodology in education.
Discuss what you have written with your program mentor.

Practicum

Complete 10 hours of administrative tasks in your school practicum site or other school site.

Log your activities for your supervising administrator's approval.

Also, be certain to register for any certification examinations in educational leadership that may be required by your state of intended licensure.

Action Research, Part II: Performance and Outcomes Improvement

During the first part of the practicum experience, in addition to continuing your accrual of practicum hours, you will also examine models of action research as well as prior performance tasks you have completed.

The following activities will assist you in the completion of your Capstone Action Research Project. In particular, during this section of the course you will examine performance and outcomes improvement measures in your case study school and determine how these might be improved.

Performance and Outcomes Improvement Review, Part I

The following activities focus on performance and outcomes improvement.

Mentor Discussion

Discuss with your mentor any questions you have regarding the case study approach and conducting action research in your case study setting.

Notebook Activity: Essay on Governance and Leadership Results

Write an essay in your notebook in which you:

A. summarize your organization's key governance and senior leadership results. Include at least two of the following in your summary:

- evidence of strategic accomplishments
- ethical behavior
- fiscal accountability
- legal compliance
- social responsibility
- organizational citizenship
B. develop a plan to improve outcomes in an identified area from Part A by doing the following:

1. Describe your plan.
2. Describe the time frame your plan will require.
3. Explain how stakeholders will contribute to the success of the plan.
4. List required resources.
5. Explain how the effectiveness of the plan will be evaluated.

Discuss what you have written with your program mentor.

**Notebook Activity: Essay on Assessment Results**

Write an essay in your notebook in which you:

A. summarize your school organization's assessment results related to student and stakeholder satisfaction. Include at least two of the following in your summary:

- student and stakeholder loyalty
- student and stakeholder satisfaction or dissatisfaction
- student and stakeholder perception of organizational success
- gains and losses in student enrollment over time
- competitive organizational awards
- recognitions and rankings of the organization
- competitive performance data of students

B. develop a plan to improve outcomes in an identified area from Part A by doing the following:

1. Describe your plan.
2. Describe the time frame your plan will require.
3. Explain how stakeholders will contribute to the success of the plan.
4. Explain what resources will be required for your plan.
5. Explain how the effectiveness of the plan will be evaluated.

Discuss what you have written with your program mentor.

**Practicum**

Complete 10 hours of administrative tasks in your school practicum site or other school site. Log your activities for your supervising administrator's approval.

**Action Research, Part III: Performance and Outcomes Improvement, Continued**
During the first part of the practicum experience, in addition to continuing your accrual of practicum hours, you will also examine models of action research as well as prior performance tasks you have completed.

These activities will assist you in the completion of your Capstone Action Research Project. In particular, during this section of the course, you will continue to examine performance and outcomes improvement measures in your case study school and determine how these might be improved.

**Performance and Outcomes Improvement Review, Part II**

The following activities are a continued examination of performance and outcomes improvement.

**Discussion with Mentor**

Discuss with your mentor any questions you have regarding the case study approach and conducting action research in your case study setting.

**Notebook Activity: Essay on Outcomes**

Write an essay in your notebook in which you:

A. summarize your school organization's key measurement, analysis, or knowledge management processes or outcomes. Include at least two of the following elements in your summary:
   - processes used to measure, analyze, and improve organizational performance
   - management of technology and information
   - use of data and information to drive school improvement initiatives
   - data trends and response actions taken

B. develop a plan to improve outcomes in an identified area from Part A by doing the following:
   1. Describe your plan.
   2. Describe the time frame your plan will require.
   3. Explain how stakeholders will contribute to the success of the plan.
   4. Explain what resources will be required for your plan.
   5. Explain how the effectiveness of the plan will be evaluated.

Discuss what you have written with your program mentor.

**Performance Tasks 1 (Action Research) and 2 (Workforce Environment and Engagement)**

Complete the following tasks:
Task 1: Action Research
Task 2: Workforce Environment and Engagement

When completed, submit your tasks for evaluation.

Practicum

Complete 10 hours of administrative tasks in your school practicum site or other school site. Log your activities for your supervising administrator's approval.

Action Research, Part IV: Performance and Outcomes Improvement, Continued

During the first part of the practicum experience, in addition to continuing your accrual of practicum hours, you will also examine models of action research as well as prior performance tasks you have completed.

The following activities will assist you in the completion of your Capstone Action Research Project. In particular, you will conclude an examination of performance and outcomes improvement measures in your case study school and determine how these might be improved.

Performance and Outcomes Improvement Review, Part III

The following activities are a continued examination of performance and outcomes improvement.

Mentor Discussion

Discuss with your mentor any questions you have regarding the case study approach and conducting action research in your case study setting.

Notebook Activity: Essay on Performance Results

Write an essay in your notebook in which you:

A. summarize your school organization's key operational performance results that contribute to opportunities for enhanced student learning and improved organizational effectiveness. Include at least two of the following elements in your summary:

• organizational performance processes
• preparedness for emergencies
• management of day-to-day operations
• work systems innovations
• leadership succession
• classification of internal jobs
• response time for emergency drills or exercises
• working partnerships or relationships with groups outside of the organization

B. develop a plan to propose how outcomes in an area identified in Part A could be improved upon by doing the following:

1. Describe your plan.
2. Describe the time frame your plan will require.
3. Explain how stakeholders will contribute to the success of the plan.
4. Explain what resources will be required.
5. Explain how the effectiveness of the plan will be evaluated.

Discuss what you have written with your program mentor.

**Practicum**

Complete 10 hours of administrative tasks in your school practicum site or other school site. Log your activities for your supervising administrator's approval.

**Implementation and Curricular Gap Analysis, Part I**

During this portion of your course, you will begin examining the process of conducting a curricular gap analysis, in which you will examine a component of your school's curriculum and outcomes measures and seek areas of improvement.

This critical leadership step often becomes necessary when the school administrator must review the school's standardized test results and make curricular modification recommendations.

**Curricular Gap Analysis, Part I**

The following activities examine the implementation of a curricular gap analysis.

**Mentor Discussion**

Access and review the directions for completion of Performance Task 3: Improving Curriculum with your academic mentor.

You will find a discussion of curricular gap analyses within these task directions. Discuss plans for implementation of this performance task with your cooperating administrator.

Begin by identifying a curricular gap in your case study school site's existing curriculum; typically this occurs through an analysis of standardized test data.

**Practicum**
Complete 10 hours of administrative tasks in your school practicum site or other school site. Log your activities for your supervising administrator's approval.

**Implementation and Curricular Gap Analysis, Part II**

During this portion of your course, you will implement the process of conducting a curricular gap analysis, in which you will examine a component of your school's curriculum and outcomes measures and seek areas of improvement.

If approved, you will also continue the implementation of the action research component of your capstone project.

**Curricular Gap Analysis, Part II**

This is a continuation of the work you began last week vis-à-vis development of a curricular gap analysis.

**Performance Task 3: Improving Curriculum**

Complete the following task:

- Task 3: Improving Curriculum

When completed, submit your task for evaluation.

**Practicum**

Complete 10 hours of administrative tasks in your school practicum site or other school site. Log your activities for your supervising administrator's approval.

**Stakeholder Engagement**

You will examine how to build and sustain stakeholder engagement.

As you know from your prior work in the program, gaining and sustaining stakeholder buy-in is a critical part of the school leadership process. Under the guidance of your supervising administrator, you will also complete a series of tasks.

**Stakeholder Engagement**

The following activities provide stakeholder engagement practice.

**Application**
With your supervising administrators, review procedures to follow in conjunction with performance tasks 7 (Stakeholder Involvement) and 5 (Leadership Style).

The implementation of this performance assessment may take several weeks depending on the needs of your practicum site; please plan accordingly.

**Practicum**

Complete 10 hours of administrative tasks in your school practicum site or other school site. Log your activities for your supervising administrator's approval.

**Performance Tasks 7 (Stakeholder Involvement) and 5 (Leadership Style)**

Complete the following tasks:

- Task 7: Stakeholder Involvement
- Task 5: Leadership Style

When completed, submit for evaluation.

**Technology Applications**

You will examine how to utilize technology applications in the performance and duties of a school administrator.

Under the guidance of your supervising administrator, you will also complete a series of tasks.

**Technology Tools**

The following activities provide information and practice regarding technology applications.

**Technology Tools**

Review the following chapter in *The Principal's Companion:*

- Chapter 13: "Faculty Meetings: A Tool for Capacity Building"

Pay close attention to the author's suggestions regarding the implementation of technology. Through a compare and contrast reflection, consider how well you see the author's suggestions being utilized in your case study school.

**Application**

With your supervising administrator, review procedures to follow in conjunction with Performance Task 8: Technology and Leadership.
The implementation of this performance assessment may take several weeks depending on the needs of your practicum site; please plan accordingly.

**Notebook Activity: Essay on Curricular Issue**

Write an essay in your notebook in which you:

- A. describe a curricular issue in need of action or resolution at your practicum school site.
- B. identify an appropriate form of technology (including computer hardware and/or software) to address the selected curricular issue. Explain how to apply the identified form of technology to address the selected curricular issue.

*(Note: All data and information presented should be confidential and anonymous; please use pseudonyms where appropriate.)*

Discuss what you have written with your program mentor.

**Practicum**

Complete 10 hours of administrative tasks in your school practicum site or other school site. Log your activities for your supervising administrator's approval.

**Performance Task 8: Technology and Leadership**

Complete the following task:

- Task 8: Technology and Leadership

When completed, submit for evaluation.

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the performance assessments associated with this course.