This course supports the assessments for Practicum in Educational Leadership I. The course covers two competencies and represents two competency units.

Introduction

Overview
Foundation Perspectives of Education consists of two courses, Part I and Part II. These courses include a series of performance tasks to take place under the leadership of a practicing school principal or assistant principal in a practicum school site (K–12). The assessment also includes completion of assigned administrative duties to take place in both elementary (K–6) and secondary (7–12) settings under the leadership and supervision of the cooperating administrator in your case study school site.

Getting Started

The Educational Leadership Practicum requires a practicum fee and minimum 540 hours of documented practice completed as described below:

- Practicum activities in the two practicum courses must take place in elementary (K–6) and secondary (7–12) school settings during a full school year and after all prerequisite coursework is completed.
- The minimum required practicum hours is 540, to be spread over the academic year. These hours must be completed during the teachers' contracted school year for your school district. Hours logged while teachers are on summer break do not count towards the 540 required hours.
- 270 hours of the required 540 must be completed during the regular school day when students and faculty are present.
- The remaining 270 hours may be completed outside of school hours and on weekends during the school year. You must complete practicum activities during each month that the school is open during a typical academic year.
- While principal candidates may begin their practicum in any month, they must complete practicum activities (verified on the clinical hour log) during every month that the school is open for a total of at least one academic year.
- The practicum does not conclude early if 540 hours are logged prior to the accumulation of one academic year.
- See the Washington Rules for more information. Your Educational Leadership standard pathway will be changed to account for this full school year requirement. This may result in an additional academic term of study.

State Licensure Examinations

During the Educational Leadership Practicum, you are also expected to take and pass your state's licensure examination(s) required for certification as a 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.

**Important Notice: Field Placement Process**
Prior to beginning any in-school assignments and assessments, you are required to complete a placement application and be approved by the WGU Field Placement Team to begin your placement process. It is strongly recommended that you apply immediately. Your mentor can provide you with more information on how to access the placement application and how to begin the process.

For more information and to complete your application, click on the Field Experience Button in your Degree Plan.

**Competencies**

This course, Practicum in Educational Leadership Part I, provides guidance to help you demonstrate the following two competencies:

- **Competency 610.9.1: Observing Performance**
  The graduate observes and evaluates faculty and staff performance.

- **Competency 610.9.2: Professional Development Planning**
  The graduate plans for and implements meaningful and relevant professional development for instructional staff.

**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. To access the Field Experience Portal, go to the Field Experience button in your degree plan.

Before you can begin any of your practicum work you must have:

- completed all requirements in your Field Experience Portal, and
- received formal approval from Field Placement to begin your practicum hours.

WGU strongly recommends that, during this part of the educational leadership field experience, you take and pass both your state's licensure examination(s) required for certification as a school principal, and the Praxis 0411 (or 5411 for the computer version) – Education Leadership: Administration and Supervision exam.

All practicum hours must be conducted at the assigned school(s) or during school-related activities in the community.

**Performance Assessments**

The performance assessment, C774, contains three tasks.
The performance assessment, LGP2, contains the Education Leadership Practicum Log.

When you have completed the 540 minimum practicum hours over the entire academic year, you will submit your Educational Leadership Practicum Log and the additional required activities of the Professional Growth Plan and TPEP, in Taskstream (LGP2). The Teacher and Principal Success Team will "pass" the log after receiving the two observations and the mid-term and final evaluations from your clinical supervisor. Your clinical supervisor submits the observation and evaluations directly to WGU. You are emailed a copy of these forms. If you do not receive copies of your observations or final evaluation, 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 Program 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, so 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.

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](#)

**Professional Growth Plan (PGP)**

Your program mentor will guide you through the process of creating a professional growth plan. Download the [Washington State Professional Growth Plan Template](#) and schedule a meeting with your program mentor. Your final draft of the plan will be signed by you and your program mentor. You will submit the signed plan in Taskstream as part of LGP2.

**Observation and Evaluation of Staff**

During this portion of the course you will re-examine prior material regarding the observation and evaluation of professional staff.

**Observation and Evaluation of Staff**

Under the guidance of your supervising administrator, you will also complete a series of observations of professional staff. As you know, this is one of the more critical responsibilities of school administrators.

**SuperVision Reading**

Review the following in *SuperVision and Instructional Leadership*:
Pay close attention to the models of staff observation and evaluation presented.

You may have read this material as a part of a prior course. Consider how these models are employed in your case study school setting.

**The Washington State Teacher/Principal Evaluation Project (TPEP)**

The Washington State Teacher/Principal Evaluation Project (TPEP) is an initiative to implement effective, consistent, concrete, actionable, and measurable teacher evaluation systems constructed around the following core principles:

- Quality teaching and leading is critically important.
- Professional learning is a key component of an effective evaluation system.
- Teaching and leading is work done by a core team of professionals.
- Evaluation systems should reflect and address the career continuum.
- An evaluation system should consider and balance "inputs or acts" with "outputs or results."
- Teacher and principal evaluation models should coexist within the complex relationship between district systems and negotiations.

Besides Washington, there are eight additional states that participate in this project: Arkansas, California, Nevada, Ohio, Oregon, Texas, Wisconsin, and Wyoming.

**Overview**

To better understand the Washington State Teacher/Principal Evaluation Project (TPEP), please watch the following videos:

- **Overview video** (9 minutes), Jason Marin
- **WA State Principal Interview** (12 min.), a conversation with Principal Jeff Cravy about the teacher evaluation process.

**Activities**

Complete the following activities:

- Complete the [TPEP Training Modules](#) in preparation to implement these new teacher evaluation systems.
- Review each of the four-tier evaluation frameworks located on the TPEP website, [Washington State Teacher/Principal Evaluation Frameworks](#). Compare and contrast the models prepared by The Center for Educational Leadership CEL, Charlotte Danielson, and Robert Marzano.
- Interview your building principal regarding TPEP and record the information you collect in your notebook to discuss with your Program Mentor. Some questions you could ask...
include:
- Question 1: How has TPEP changed your approach to supervising teachers?
- Question 2: How do you incorporate student achievement data into your evaluation of a teacher?
- Question 3: How do you avoid personal bias when evaluating staff?
- Question 4: What advice do you have for new principals using TPEP to evaluate teachers for the first time?

- Attend monthly Webinars related to TPEP. Information about dates and times is available from your Program Mentor. These topics contain required content that is included in the course assessment. Topics include:
  - Avoiding bias
  - Rater agreement
  - Student achievement data and teacher evaluations
  - Pre- and post-observation conferencing
  - Professional growth plan development

**Case Study Application and Performance Task 4: Teacher Evaluation**

Review with your supervising administrator procedures to follow in conjunction with performance task 4: Teacher Evaluation.

Complete the following task in Taskstream:

- Task 4: Teacher Evaluation

When completed, submit your tasks for evaluation.

**Notebook Activity**

Write about the following in your notebook:

A. Draft an evaluation form or protocol to be used in evaluating non-instructional school staff (e.g., administrative assistants, custodians, technology staff, etc.). Submit this form as an attachment.

  - Share your evaluation form or protocol with your practicum administrator and obtain feedback. Discuss *(suggested length of 1 page)* the feedback you received.

B. Write an essay *(suggested length of 1–3 pages)* in which you do the following:

1. Differentiate among methods of evaluating instructional staff (e.g., teachers) and methods of evaluating non-instructional staff (e.g., administrative assistants, etc.).

2. Discuss two ways in which such evaluations differ.

**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.

**Professional Development**

During this portion of your course, you will examine and implement models of professional development for school staff. Under the guidance of your supervising administrator, you will also complete a series of observations.

**Professionalism of Staff**

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

- **Chapter 8 ("Building a Vision and Mission Together")**

Pay close attention to the models of professional development presented. Consider how these models are employed in your case study school setting.

**Case Study Application**

Access Taskstream. With your supervising administrators, review procedures that they wish you to follow in conjunction with Performance Task 6: Professional Development Planning.

The implementation of this performance assessment and related analysis and reflection 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 Task 6: Professional Development Planning**

Complete the following task in Taskstream:

- Task 6: Professional Development Planning

When completed, submit for evaluation.

**Classroom Walkthrough**

You will examine the use of classroom walkthrough observations and data related to teacher performance in the classroom.

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

**Tools for Data Recording**

The following activity provides information and practice regarding technology tools as they are used to record teacher performance data.

Read the following article:

- **Classroom Walk-through Observations** by J. Marin and B. Leinbach (2014)
Watch the following Video:

*Note: To download this video, right-click the following link and choose "Save as...":* [download video](#).

**Application**

Access Taskstream and review with your supervising administrators procedures to follow in conjunction with Performance Task 9: Walkthrough Observations.

Pay close attention to planning how you will conduct classroom walkthroughs in your school.

The implementation of this performance task 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 Task 9: Walkthrough Observations**

Complete the following task in Taskstream:

- Task 9: Walkthrough Observations

When completed, submit for evaluation.

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessment associated with this course. If you have not already been directed to complete the assessment, schedule and complete your assessment now.