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

Introduction

Overview
Foundational 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. Therefore, 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.

Besides Washington, there are eight additional states that have the same requirements, known as Teacher/Principal Evaluation Project (TPEP). These states are Arkansas, California, Nevada, Ohio, Oregon, Texas, Wisconsin, and Wyoming.

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 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.

**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 II, 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.

WGU strongly recommends that, prior to beginning Practicum in Educational Leadership II, 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.

Performance Assessments

The performance assessment, C775, contains six 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.

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 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 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](mailto: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've 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've 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've 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’ve written with your Program Mentor.

**Preparing a Program Evaluation**

Watch the following video presentation related to action research planning:

*Note: View the video in full screen at 720p for best results.*

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

Complete the following tasks in Taskstream:

- 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’ve 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 Taskstream 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.

**Complete: Performance Task 3: Improving Curriculum**

Complete the following task in Taskstream:

- 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**

Access Taskstream. 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 Task 7 (Stakeholder Involvement) and 5 (Leadership Style)

Complete the following task in Taskstream:

- 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

Access Taskstream. 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.

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

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.

Discuss what you've 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 in Taskstream:

- 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 assessment associated with this course. If you have not already been directed to complete the assessment, schedule and complete your assessment now.