This course supports the assessments for LEC1. The course covers 11 competencies and represents 2 competency units.

**Introduction**

In this course, you will have the opportunity to review key concepts to prepare you for the objective assessment in Educational Leadership, the gateway to your capstone project and practicum experience.

**Competencies**

This course provides guidance to help you demonstrate the following 11 competencies:

- **Competency 610.2.1: Organizational Behavior and Management Theories**
  The graduate analyzes theories of organizational behavior and management.

- **Competency 610.2.6: Legal and Fiscal Operational Procedures**
  The graduate applies in practice knowledge of procedures for the operation of school organizations in compliance with legal and fiscal guidelines.

- **Competency 610.6.6: Legal and Organizational Issues**
  The graduate assesses the impact of legal, legislative, and labor issues on personnel management practices in public and private schools.

- **Competency 610.4.1: Integrating Influences**
  The graduate assesses the influence of the greater social, political, economic, legal, and cultural contexts and environments on school organizations.

- **Competency 610.4.4: Public Relations Plan**
  The graduate establishes an effective public relations plan in an educational institution, and is able to effectively plan for public interaction in this leadership role.

- **Competency 610.4.5: Communicating With Stakeholders**
  The graduate develops appropriate techniques for written and oral communication with an educational organization's stakeholder groups.

- **Competency 610.4.6: Curriculum Design and Assessment**
  The graduate applies fundamental principles of curriculum design and assessment to develop learner statements and power standards in response to data-driven school improvement initiatives.

- **Competency 610.5.3: Effectiveness Evaluation Planning**
  The graduate plans an effectiveness evaluation in a school organization.

- **Competency 610.6.1: Performance Incentives**
  The graduate examines how a PK-12 school organization engages, compensates, and rewards faculty and staff to encourage them to achieve high performance.

- **Competency 610.6.3: Assessing Workforce Engagement**
  The graduate examines how a PK-12 school organization assesses workforce engagement and uses the results to achieve higher performance.

- **Competency 610.6.2: Professional Development**
  The graduate examines how the leadership of a PK-12 school organization develops professional development programs to achieve high performance.
Teaching Dispositions Statement
Please review the Statement of Teaching Dispositions.

Course Instructor Assistance
As you prepare to successfully demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, and you are encouraged 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. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Manually Enrolled Resources

Take a moment to enroll in the learning resources listed in this section. To enroll, navigate to the “Learning Resources” tab, click the “Sections” button, and then click the “Enroll Now” button for each resource. Once your mentor approves your enrollment in the resource, you will receive an e-mail with further access instructions. Contact your mentor if you have questions.

MyLabSchool/Teacher-Prep
Your MyLabSchool/TeacherPrep account should have been established in an earlier course. If you have not enrolled before, please do so now. After enrolling, you will receive an e-mail message giving access information for the Pearson CourseCompass site and MyLabSchool/TeacherPrep.

You will primarily be using the portion of MyLabSchool/TeacherPrep devoted to educational leadership. Check your Degree Plan now to make sure that it is active. Please consult with your mentor if you need assistance.

Pearson MyEducationLab
MyEducationLab provides access to e-text readings from the following textbooks:
LEC1 - Comprehensive Educational Leadership Integration
Course of Study


*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.*

**Teachscape Data Collection Tool and Classroom Walkthrough**
Enroll in Teachscape Data Collection Tool and Classroom Walkthrough resources. These resources provide access to a handheld-based tool that provides an easy-to-use data collection, analysis and reporting system for brief, targeted classroom observations.

**Automatically Enrolled Resources**

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

**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.

Ebook Central E-Books
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.


EBL e-books can be downloaded to your computer or mobile device. Follow the instructions to download your e-books for offline access.

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
You will use the following learning resources for this course.

WGU Library E-Reserves
This course of study utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. For instructions on how to access WGU Library E-Reserves, see the "Accessing WGU Library E-Reserves" page.

The following e-reserve materials will be used in this course of study:


Optional Textbook Purchase
The following textbook is recommended, but is not required reading.


Note: You may shop for this title at any retailer of your choice, but be sure to order early and use the ISBN listed to ensure that you receive the correct edition.

Organizational Behavior and Management Theories
In this section, you will review organizational behavior and management theories as applicable to school administrators.

Organizational Behavior and Management Theories
The purpose of this topic is to prepare you to conduct an evaluation of the effectiveness of educational programs or initiatives in your case study school setting.

This topic addresses the following competency:
- Competency 610.2.1: Organizational Behavior and Management Theories
  The graduate analyzes theories of organizational behavior and management.

**Reading**

Review the following chapters from *Educational Administration*:

- chapter 1 ("The School as a Social System")
- chapter 9 ("Decision Making in Schools")
- chapter 12 ("Leadership in Schools")
- chapter 13 ("One Last Time: A Review of the School as a Social System")

Read the following article by John Seyfarth:

- "Psychological Success and Work Environments"

**Review and Reflection**

For each of the following items, list an example of how it is applied in your case study school setting:

- key properties of the "open system" of leadership
- common elements of school systems
- relationships between elements of school systems
- non-traditional theories of organizational behavior and management, including post-modernism, critical theory, and feminist theory
- school leadership styles, including laissez-faire, transactional, and transformational
- classical models of decision making
- administrative models of decision making
- steps of the decision-making process
- incremental models of decision making
- mixed-scanning models of decision making
- non-rational/garbage-can models of decision making

Review characteristics of the models listed.

**Organizational Behavior and Management Theories Application**

Review the "Key Assumptions and Principles" and the "Test Yourself" items at the end of the following chapters from *Educational Administration*:

- chapter 1 ("The School as a Social System")
- chapter 9 ("Decision Making in Schools")
- chapter 12 ("Leadership in Schools")
- chapter 13 ("One Last Time: A Review of the School as a Social System")

Discuss with your mentor and/or school administrator the application of these theories into practice in order to solidify your understanding. What theories do you see as most relevant to the practice of educational administration? How would you classify the leadership you observe...
in your case study school setting?

**Legal and Fiscal Operational Procedures and Issues**

In this section, you will review legal and fiscal operational procedures and issues as applicable to school administrators.

**Human and Capital Resources Management in Schools**

This topic reviews the legal and fiscal operational procedures and issues as applicable to school administrators.

This topic addresses the following competencies:

- **Competency 610.2.6: Legal and Fiscal Operational Procedures**
  The graduate applies in practice knowledge of procedures for the operation of school organizations in compliance with legal and fiscal guidelines.

- **Competency 610.6.6: Legal and Organizational Issues**
  The graduate assesses the impact of legal, legislative, and labor issues on personnel management practices in public and private schools.

**Reading**

Review the following chapters from *Financing Education in a Climate of Change* in your custom e-text:

- chapter 11 ("Financing School Facilities")
- chapter 12 ("Administering the School Budget")
- chapter 13 ("Accounting and Auditing")
- chapter 14 ("Business Aspects of the School Community")

You have read this material as part of a prior course of study.

**Review and Reflection**

For each of the following items, list an example of how it is applied in your case study school setting:

- role of the principal in developing and administering school budgets
- budgeting systems in schools, including zero-base budgeting, site-based budgeting, planning/programming budgeting, strategic planning budgeting, and total quality management budgeting
- rationales for establishing sound school-budget accounting systems
- basic principles of school accounting systems
- school accounting methods, including the encumbrance, cost, and accrual methods
- influence of organized labor unions on human resources practices in PK–12 schools
- influence of teacher licensure regulations
- Civil Rights Act of 1964
- Pregnancy Discrimination Act of 1978
- Americans with Disabilities Act of 1990
Identify an example of how the legislation has influenced administrative practices in your case study school setting.

**Managing Stakeholder Influences**

In this section you will review how school administrators manage the influence of a varied group of stakeholders.

**Managing Stakeholder Influences**
This topic reviews how school administrators manage the influence of a varied group of stakeholders.

This topic addresses the following competency:

- Competency 610.4.1: Integrating Influences
  The graduate assesses the influence of the greater social, political, economic, legal, and cultural contexts and environments on school organizations.

**Reading**

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

- chapter 6 ("Effectively Working With the Central Office and Other Schools: Forging Success Through Collaboration")
- chapter 11 ("Building a Collaborative School")
- chapter 18 ("Making a Difference for Students: The Heart of the School")

Review the following chapters in *Financing Education in a Climate of Change* in your custom e-text:

- chapter 1 ("The Economics of Education")
- chapter 5 ("Sources of Revenue")
- chapter 7 ("Education: A State Function")
- chapter 11 ("Financing School Facilities")

Review the following chapter in *Educational Administration*:

- chapter 7 ("External Environments of Schools")

**Review and Reflection**

For each of the following items, list an example of how it is applied in your case study school setting:

- characteristics of educational stakeholders
- examples of stakeholder impact on the educational process
- impact of greater cultural trends and shifts on PK–12 leadership
- impact of shifting economic conditions on PK–12 educational systems and fiscal management
• impact of public financial support of PK–12 schools on student achievement

Consider what you have learned in prior courses of study and in your applied case study interviews as you review this material.

Managing Stakeholder Influences Application

Discuss with your case study administrator how at least three concepts in the previous activity ("Review and Reflection") have been applied in your case study school setting; compare your observations with the input you receive.

Utilize this information to solidify your understanding of these theories and topics as well as how they are applied in practice.

Public Relations and Communication

In this section, you will review how school administrators manage public relations and communication for effective leadership.

Communication for School Leaders
This topic reviews how school administrators manage public relations and communication for effective leadership.

This topic addresses the following competencies:

• Competency 610.4.4: Public Relations Plan
  The graduate establishes an effective public relations plan in an educational institution, and is able to effectively plan for public interaction in this leadership role.

• Competency 610.4.5: Communicating With Stakeholders
  The graduate develops appropriate techniques for written and oral communication with an educational organization’s stakeholder groups.

Reading

Review the following chapters from *The School and Community Relations*:

• chapter 1 ("The Importance of Public Relations")
• chapter 2 ("Public Character of the School")
• chapter 3 ("Understanding the Community")
• chapter 6 ("The Communication Process")
• chapter 7 ("Communicating With Internal Publics")
• chapter 8 ("Communicating With External Publics")

You have read this material as part of a prior course of study.

Review and Reflection

For each of the following items, list an example of how it is applied in your case study school setting:
• need for effective public relations plans in PK–12 institutions
• role of the principal in developing public relations plans
• methods by which principals execute public relations plans
• differentiation between internal and external publics
• methods by which external publics communicate with the schools
• need for clear and effective written and oral communications

**Application**

Discuss with your case study administrator how at least three concepts in the previous activity ("Review and Reflection") have been applied in your case study school setting; compare your observations with the input you receive.

Utilize this information to solidify your understanding of these theories and topics as well as how they are applied in practice.

**Planning to Meet the Instructional Needs of All Learners**

In this section, you will review how school administrators plan to meet the instructional needs of all learners in both the classroom and building settings.

**Curriculum Design and Assessment**

In this section, you will review how school administrators plan to meet the instructional needs of all learners in both the classroom and building settings.

This topic addresses the following competency:

• Competency 610.4.6: Curriculum Design and Assessment
  The graduate applies fundamental principles of curriculum design and assessment to develop learner statements and power standards in response to data-driven school improvement initiatives.

**Reading**

Review the following chapter in *Educational Administration*:

• chapter 2 ("The Technical Core: Learning and Teaching")

Review the following chapters in *Understanding by Design*:

• chapter 1 ("Backward Design")
• chapter 2 ("Understanding Understanding")
• chapter 13 ("Afterword: Getting Started")

Review the following website:

• "Multiple Intelligences"

You have read all of this material as part of a prior course. Also review what you have
completed in the Measurement, Analysis, and Knowledge Management Course of Study.

**Review and Reflection**

For each of the following items, list an example of how it is applied in your case study school setting at both the instructional and administrative levels:

- Wiggins's theory of backwards design
- Gagne's nine events of instruction
- elements of teaching for understanding
- roles of learning and affective experience in shaping patterns of behavior
- relationship between learning theories, such as cognitivism, behaviorism, and constructivism and instructional strategies
- Gardner's multiple intelligences concept

Consider the following questions and share your thoughts on the message board:

- How have these theories impacted your teaching practices?
- What would you expect of teachers vis-à-vis these curriculum development theories when you conduct classroom observations and evaluations?

**Application**

Discuss with your case study administrator how at least three concepts from the previous activity ("Review and Reflection") have been applied in your case study school setting; compare your observations with the input you receive.

Utilize this information to solidify your understanding of these theories and topics and of how they are applied in practice.

**Planning for an Effectiveness Evaluation**

In this section, you will review how school administrators conduct effectiveness evaluations in order to judge the efficacy of curricular and leadership actions.

**Effectiveness Evaluations**

In this section, you will review how school administrators conduct effectiveness evaluations in order to judge the efficacy of curricular and leadership actions.

This topic addresses the following competency:

- Competency 610.5.3: Effectiveness Evaluation Planning
  The graduate plans an effectiveness evaluation in a school organization.

**Reading**

Review the following chapter from *SuperVision and Instructional Leadership*:

- chapter 15 ("Research and Evaluation Skills")
You have read this material as part of a prior course. It is also highly recommended that you review the effectiveness evaluation that you completed as a part of the Measurement, Analysis, and Knowledge Management Course of Study.

**Review and Reflection**

For each of the following items, list an example of how it is applied in your case study school setting at both the instructional and administrative levels:

- formative evaluation
- summative evaluation
- appropriateness of evaluation methods for given situations
- purposes of stakeholders in formative and summative evaluations

**Application**

Discuss with your case study administrator how at least three concepts from the previous activity ("Review and Reflection") have been applied in your case study school setting; compare your observations with the input you receive. Also review the planning for and results of the effectiveness evaluation you conducted in your case study school setting as part of an earlier course of study.

Utilize this information to solidify your understanding of these theories and topics as well as how they are applied in practice.

**Planning for Staff Evaluation and Professional Development**

In this subject, you will review how school administrators plan for effective staff evaluation to promote higher student achievement and effective outcomes as per the district's overall plan. You will also review how school administrators plan for effective professional development for faculty and staff to promote higher student achievement and effective outcomes as per the district's overall plan.

**Staff Evaluation Models**

In this topic, you will review how school administrators plan for effective staff evaluation to promote higher student achievement and effective outcomes as per the district's overall plan.

This topic addresses the following competencies:

- Competency 610.6.1: Performance Incentives
  The graduate examines how a PK-12 school organization engages, compensates, and rewards faculty and staff to encourage them to achieve high performance.
- Competency 610.6.3: Assessing Workforce Engagement
  The graduate examines how a PK-12 school organization assesses workforce engagement and uses the results to achieve higher performance.
- Competency 610.6.2: Professional Development
  The graduate examines how the leadership of a PK-12 school organization develops
professional development programs to achieve high performance.

**Reading**

Review the following chapters in *SuperVision and Instructional Design*:

- chapter 8 ("Directive Control Behaviors")
- chapter 9 ("Directive Informational Behaviors")
- chapter 10 ("Collaborative Behaviors")
- chapter 11 ("Nondirective Behaviors")

Review the following chapters in *Human Resource Learship for Effective Schools* in your custom e-text:

- chapter 8 ("Evaluating Employee Performance")

**Supplemental Reading**

Read the following chapters in *Charting Your Course: Lessons Learned During the Journey Towards Performance Excellence*:

- chapter 1 ("Pursuing First-Rate Organizational Excellence: Is It Worth the Effort?")
- chapter 2 ("The America's Cup Challenge: Why the Baldridge Criteria?")

You have read this material as part of a prior course. Pay close attention to the various models of staff evaluation that are presented.

**Review and Reflection**

For each of the following items, list an example of how it is applied in your case study school setting and how you might choose to apply it in your first administrative position:

- models of staff evaluation, including directive, informational, competency-based, and cooperative
- relationship between effective teacher evaluation and student achievement
- methods of evaluating non-instructional staff, including 360-degree feedback
- need for the leadership in an educational organization to focus on creating and balancing value for students and stakeholders in developing performance expectations for staff

**Application**

Discuss with your case study administrator how at least three concepts from the previous activity ("Review and Reflection") have been applied in your case study school setting; compare your observations with the input you receive. Also review how you have been evaluated as a member of a school's faculty (if applicable) and compare your experience to what you have reviewed here.

Utilize this information to solidify your understanding of these theories and topics as well as how they are applied in practice.
Professional Development Models

In this topic, you will review how school administrators plan for effective professional development for faculty and staff to promote higher student achievement and effective outcomes as per the district's overall plan.

This topic addresses the following competencies:

- Competency 610.6.1: Performance Incentives
  The graduate examines how a PK-12 school organization engages, compensates, and rewards faculty and staff to encourage them to achieve high performance.

- Competency 610.6.3: Assessing Workforce Engagement
  The graduate examines how a PK-12 school organization assesses workforce engagement and uses the results to achieve higher performance.

- Competency 610.6.2: Professional Development
  The graduate examines how the leadership of a PK-12 school organization develops professional development programs to achieve high performance.

Reading

Review the following chapter in *Human Resource Leadership for Effective Schools* in your custom e-text:

- chapter 8 ("Evaluating Employee Performance")

Read the following chapters in *SuperVision and Instructional Leadership*:

- chapter 4 ("Adult and Teacher Development Within the Context of the School: Clues for Supervisory Practice")
- chapter 16 ("Direct Assistance to Teachers")
- chapter 17 ("Group Development")
- chapter 18 ("Professional Development")

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

- chapter 18 ("Making a Difference for Students: The Heart of the School")

You have read this material as part of a prior course. It would be most helpful for you to review these materials with the recommendations of this section’s activities in mind.

Review and Reflection

For each of the following items, list an example of how it is applied in your case study school setting:

- principles of sound professional development initiatives
- principles of adult learning
- relationship between principles of adult learning and best practices in professional
development programs
  ● role of the PK–12 principal in the development and execution of professional development programs
  ● role of community partnerships in professional development programs in PK–12 schools

Application

Discuss with your case study administrator how at least three concepts from the previous activity ("Review and Reflection") have been applied in your case study school setting; compare your observations with the input you receive.

Also review the professional development activities in which you have engaged as a member of the school's faculty (if applicable) and compare your experiences to what you have reviewed here. Consider the following questions:

  ● Are your school's professional development activities aligned with the theory-based recommendations of the authors of these readings?
  ● How might you, as a principal acting in an instructional leadership role, lead professional development initiatives?

Utilize this information to solidify your understanding of these theories and topics and of how they are applied in practice.

Final Steps

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