Your competence will be assessed as you complete the LGT1 performance assessment for this course of study. This course of study and may take up to 13 weeks to complete.

Introduction

Overview
This course will place you in the principal's chair. You will

- focus on legal issues,
- work with teacher-leaders,
- analyze special education and English language learner issues, and
- address specific curricular activities.

Understanding governance issues, legal issues, and finance is essential as you lead your schools. This course will give you an opportunity to conduct real-world case studies and analyze and make recommendations for enhancement.

Outcomes and Evaluation
There are 6 competencies covered by this course of study; they are listed in the "Competencies for Governance, Finance, Law, and Leadership for Principals (LGT1)" page.

You will complete the following assessments as you work through the course of study.

Performance Assessment
You will complete the following performance assessment in TaskStream:

- LGT1

Previews of task instructions and rubrics for this assessment are available via the "Assessment Preparation" box in the online course of study.

The material covered in the LGT1 performance assessment is also assessed in these other exams:

- Department of Educational Leadership cumulative exam (LEC1)
- your respective state's principal certification exam
- Department of Educational Leadership capstone project
- Department of Educational Leadership practicum

Note: Many tasks are case study performance tasks that will require you to interview administrators in your case study setting, conduct observations, and collect data.

You will need to allow sufficient time for these activities. Please be certain to pace yourself accordingly as set forth in your Degree Plan.
Teaching Dispositions Statement
Please review the [Statement of Teaching Dispositions](#).

Preparing for Success

The information in this section is provided to help you become ready to complete this course of study. As you proceed, you will need to be organized in your studies in order to gain competency in the indicated areas and prepare yourself to pass the final assessments.

Your Learning Resources

The learning resources listed in this section will be required to complete the activities in this course of study. Follow the instructions provided to access these resources as early as possible in order to give yourself time to become familiar with them.

Automatically Enrolled Learning 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 of study. 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.

Teachscape

You will access video modules from Teachscape at the activity level within this course of study. The Teachscape modules include video lectures, exercises, and interactive elements.

Enroll in Learning Resources

You will need to enroll in or subscribe to additional learning resources as a part of this course of study.

You may already have enrolled in these resources for other courses. Please check the
"Learning Resources" tab and verify that you have access to the following learning resources. If you do not currently have access, please enroll or renew your enrollment at this time.

Note: For instructions on how to enroll in or subscribe to learning resources through the "Learning Resources" tab, please see the "Acquiring Your Learning Resources" page.

Pearson Education Leadership Custom E-Text
MyEducationLab provides access to e-text readings from the following textbooks:


Note: If you prefer to use hard copies of the texts, you may purchase them 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.

MyLabSchool/TeacherPrep
Your MyLabSchool/TeacherPrep account should have been established in an earlier course of study. 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 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.

You will see a list of the 18 modules you will visit throughout your program. There are articles associated with each of the modules.

Other Learning Resources

You will use the following learning resource for this course of study.

WGU Library E-Reserves
This course of study utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. Follow these directions for accessing the WGU Library.
E-Reserves.

The following e-reserve materials will not be referenced in this course of study, but will be used in the TaskStream performance assessments:


Optional Textbook Purchase

The following textbook is recommended, but is not required reading.


*Note*: The WGU Bookstore has this book available for immediate purchase and delivery. To purchase it from the WGU Bookstore, use the "Buy Now" link on the “Learning Resources” tab. You may shop at other online bookstores, but be sure to order early and use the ISBN listed to ensure that you receive the correct edition.

Additional Preparation

There are many different learning tools available to you within your course of study in addition to the learning resources discussed above. Some or all of them may be very useful to you as your progress through this course of study. Take the time to familiarize yourself with them and determine how best to fit them into your learning process.

**Message Boards, FAQs, Note-Taking Tool**

Message boards, FAQs, and a note-taking tool are available in every course of study.

Use the "Additional Learning Tools" page to review these tools.

**The WGU Central Library**

The WGU Central Library is available online to WGU students 24 hours a day. The library offers access to a number of resources, including over 60,000 full-text e-books; articles from journals, magazines, and newspapers; course e-reserves; and tutorials on how to use these resources and the library. The library also includes a reference service for help with research questions or navigating the library.

For more information about using the WGU Library, view the "WGU Library: Finding Articles, Books & E-Reserves" video in the Student Resources section of The WGU Channel.

**Center for Writing Excellence: The WGU Writing Center**

If you need help with any part of the writing or revision process, contact the Center for Writing
Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail writingcenter@wgu.edu.

Course Instructor Assistance

Course instructors are available to help you. Their job is to aid understanding in areas where you need to improve and to guide you to learning resources. Request their help as needed when preparing for assessments.

Course instructors cannot provide reviews of entire assessments. If you fail assessment attempts, review the provided feedback first, then ask the course instructor specific questions about what you can do to meet the competency standard. Request course instructor assistance as necessary in preparing for second attempts at objective assessments or performance task revisions. Mentors cannot guarantee you pass as they do not evaluate assessments; however, they can provide the assistance and advice necessary to help you succeed.

Organizational Behavior and Management Theories

School organization leaders often have styles of leadership that reflect relevant organizational leadership theories.

Beginning principals often need to develop a personal leadership style that is reflective of their beliefs and preferences. Leadership styles are often extensions of your personality. When interviewing your administrator, consider asking how the administrator compares professional leadership style with personal styles of interacting with others.

In addition, use this exercise as an opportunity to reflect upon your personality and extend your reflection to how your personality might manifest itself when you are a principal.

Competencies covered by this subject

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

Organizational Behavior

Different types of leadership are effective in different situations. This topic will explore the types of leadership and explore productive leadership behaviors.

Types of Leadership

Read the following in Pearson's MyLabSchool/TeacherPrep:

- module 1 "Educational Administration as an Emerging Profession"

This activity will give you the opportunity to reflect upon what works best in which situation, and why.

E-mail your reflections to your mentor for further discussion.
Consider why you have chosen to become an educational leader and what you wish to accomplish. Post your reflections on the message board.

Review the following chapter in Educational Administration:

- chapter 1 ("The School as a Social System")

Complete the case study simulation found at the end of the chapter. E-mail this to your mentor for further discussion.

Consider how this situation would have been handled in your case study school setting, and compare this to how you would have handled the situation. Document your considerations in your notebook or on the message board.

Read the article on the four styles of leadership in the following textbook located in MyEducationLab under the folder "Educational Leadership":

- "Human Resource Leadership for Effective Schools"

**Mentor Discussion**

Discuss with your mentor any questions you have regarding the case study approach, as well as how to approach administrators in your case study setting.

It is also recommended that you visit the Educational Leadership Program Community and message board for additional information on this essential topic.

Review the directions for performance task 610.2.1-06, 07.

You will log in to TaskStream to receive the instructions, see the rubric, and submit your assessment for grading.

*Note: Before you can access any of the performance tasks, you must request access through your Degree Plan. A request will be sent to your mentor for approval. Once your mentor has approved your request, the Assessment Delivery Team will open the tasks required for the assessment in TaskStream.*

**Leading Productive Work Environments**

Engage the following video presentation related to leading Productive Work Environments by employing the Path-Goal Theory of Leadership (House, 1971; Seyfarth, 1996).

*Note: If you are unable to view the video below in your browser, try Firefox or IE, or [click here](#) to download it instead.*

**Case Study Interview and Performance Task 610.2.1-06, 07**
Complete the following task in TaskStream:

- LGT1: 610.2.1-06,7

For directions on how to receive access to performance assessments, see the "Accessing Performance Assessments" page.

**Principal's Role as Instructional Leader**

Informally organized groups of teacher-leaders exist in all school settings. These groups are often quite powerful, and the school principal must work effectively with such leadership groups in order to effectively lead and manage the school. In this exercise, you will focus on working with teacher-leaders.

As a new principal, you will need to identify and work with teacher-leaders, as their support is critical in furthering your ideas. Ask your principal how these individuals are developed, recognized, and energized. Ask yourself how you would like your principal to energize you to further initiatives.

**Competencies covered by this subject**

610.2.2 - Principal's Role

The graduate develops a philosophy of the principal's role as one of instructional team leadership, and effectively acts in this role.

**Instructional Leadership**

Teacher-leaders play a key role in schools. Here, you will have an opportunity to examine how teachers become leaders and why they are effective.

**Leadership and Styles**

Read the following in MyLabSchool/TeacherPrep:

- module 2 ("Leadership")

E-mail your reflections to your mentor for further discussion.

Read the following chapters in The Principal's Companion:

- chapter 1 ("Leader as Learner")
- chapter 2 ("Leader as Manager")
- chapter 3 ("Leader as Shaper of School Culture")

Consider how your experience as an educator will influence your practice as an instructional leader. Then compare your thoughts with how the author of these chapters proposes that principals, acting as instructional leaders, base their leadership styles.

Document your thoughts on the message board as well as in a notebook.

**Case Study: Teacher-Leaders**
Conduct an interview with a practicing school administrator at the building or district level in your case study setting. Use the directions below as a guide to your conversation.

*Note: You should refer to your case study school setting as you complete this task.*

Write a brief essay in the message board in which you complete these activities:

1. Describe the role of any informal teacher-leaders that exist in your educational institution.
2. Analyze the role these teacher-leaders play in working with formal school leadership within your educational institution.
3. Analyze the relationships these teacher-leaders have with principal instructional-leaders within your educational institution.
4. Provide an example of a school improvement initiative in which the school principal and a formal or informal teacher-leader worked together.
5. Analyze the effectiveness of the effort.
6. Post your responses in the community and respond to the postings of your peers.

**Curricular Problem Solving**

When you are addressing curricular issues, you must identify the cause of the problem, know the measure you are using to identify that issue, and then design, implement, and evaluate a solution based on what you believe is needed. You also have to involve stakeholder groups: teachers and parents who need to understand your plan in order to support it.

**Competencies covered by this subject**

610.2.2 - Principal's Role

The graduate develops a philosophy of the principal's role as one of instructional team leadership, and effectively acts in this role.

**Curricular Problem Solving**

In this exercise, you get an opportunity to get to the nitty-gritty of the role of the instructional leader by identifying curricular issues and proposing solutions.

As a new principal, you will need to energize teachers and parents and use research and your own experiences to analyze data and propose solutions that will enhance student achievement.

Consider asking your administrator which curricular challenge was the most formidable and ask yourself what you would have done in the same circumstance.

**School Curriculum and Challenges**

Read the following in Pearson's [MyLabSchool/TeacherPrep](#):

- module 5 ("The School Curriculum")

E-mail your reflections to your mentor for further discussion.

Read the following chapter in *The Principal's Companion*:
• chapter 14 (“Asking the Right Questions About Curriculum, Instruction, and Assessment, or Getting to Know the C.I.A.)

Consider how, as an instructional leader, you would tackle some of the challenges presented in this section's readings. Then think about how quickly and decisively you would act.

Post your thoughts and comments on the message board.

Case Study: Curriculum Problems

Refer to your case study school setting as you complete this task.

Write a brief essay in the message board in which you complete these activities:

1. Explain a curricular issue or problem that exists in your school.
2. Propose a plan of action to resolve the curricular issue or problem that you identified by doing the following:
   a. Explain the steps you would take to resolve the issue or problem.
   b. Describe the stakeholder group(s) that will be involved in the resolution.
   c. Explain how you would assess the effectiveness of your plan of action.
3. Present your plan of action to your school's principal.
4. Discuss suggestions the principal has regarding your plan of action.
5. Reflect on this experience.
6. Discuss insights you have gained regarding the specific curricular problem or the process of resolution as a result of discussing your plan with your school's principal.
7. Comment on the posts of peers.

Curriculum Design and Meeting Individual Needs

The instructional team leadership responsibilities of the school principal include meeting the varied learning needs of all students. These needs include students in special education and English language learning placements.

It is incumbent upon the school leader to be well versed in meeting the needs of these students. Competencies covered by this subject

610.2.2 - Principal's Role
The graduate develops a philosophy of the principal's role as one of instructional team leadership, and effectively acts in this role.

Curriculum Design and Meeting Individual Needs
Special education teachers are unique. They identify how students learn, and they build and design their teaching approaches to match that style.

During the following activities, think about your teaching style and the teaching styles of your peers. Reflect on how you tailor your teaching to the learning styles and strengths of your students.

Student Services for IDEA, ELL, and Section 504
Read the following in MyLabSchool/TeacherPrep:

- module 7 ("Special Students and Special Services")

Complete the case study exercises and share them with your mentor for further discussion and review.

Access and review the following Teachscape module:

- "ELs & the Law"

Consider the levels of services provided to English Language Learners in your school building, then, post your comments in the message board.

Read the following chapter in the School Law: Cases and Concepts e-text from Pearson MyEducationLab:

- chapter 6 ("Individuals with Disabilities and the Law")

Pay careful attention to legislation and court actions that impact the actions school leaders take in regard to the diverse learning needs of students in their schools.

Engage the following video presentation related to Section 504 of the Rehabilitation Act of 1973:

Case Study: School Observation and Performance Task 610.2.2-07, 08

As you are performing a case study analysis of your school, you will conduct observations of the operations and interview administrators.

Complete the following task in TaskStream:

- LGT1: 610.2.2-07, 08

For directions on how to receive access to performance assessments, see the "Accessing Performance Assessments" page.

Instructional Leadership and Student Achievement

As the school's instructional team leader, the school principal is often called upon to propose resolutions to specified curricular issues. Such issues may often include poor performance on a given standardized test measure, student attrition in elective departments of study, parental or community concerns regarding curricular content, supply and demand factors related to availability of teachers in a given curricular area, and receipt of federal, state, and local mandates regarding implementation of curriculum.

Competencies covered by this subject
610.2.2 - Principal's Role
The graduate develops a philosophy of the principal's role as one of instructional team leadership, and effectively acts in this role.

**Instructional Leadership and Student Achievement**

The success of all academic initiatives must be gauged by their effect on student achievement.

This task focuses on the tight coupling between actions and results.

**Principal's Experience**

Read the following in *SuperVision and Instructional Leadership*:

- chapter 19 ("Curriculum Development")

Consider how the principal, acting as an instructional leader, needs to draw from experiences to promote improvement in student achievement. What actions, along these lines, would you take in your school if you were appointed principal?

Post your comments on the message board.

**Case Study: School Observation**

Review the directions for performance task 610.2.2-02, 03 and discuss them with the supervising administrator in your case study site.

As you are performing a case study analysis of your school, you will conduct observations of the operations and interview administrators.

**Performance Task 610.2.2-02, 03**

Complete the following task in [TaskStream]:

- LGT1: 610.2.2-02, 03

For directions on how to receive access to performance assessments, see the "[Accessing Performance Assessments](#)" page.

**Leadership Styles and Accountability**

The following activities will give you an opportunity to analyze leadership and ethics. Many times a principal is faced with making decisions that are ethically correct and the result is politically challenging. How you make decisions when faced with these conditions will define your leadership in the eyes of others.

Consider asking if your principal has made an ethically-correct decision that had adverse political consequences.

Competencies covered by this subject

610.2.3 - Leadership Techniques

The graduate analyzes and evaluates techniques used by leadership in a PK–12 educational institution to guide and sustain the school organization.
610.2.5 - Ethical Operations
The graduate evaluates the ethics of a PK–12 school's governance system's operations.

**Leadership Styles and Accountability**

Principals must make decisions that reflect the values and ethics of the institution. Sometimes these decisions are challenged by others.

The following activities provide an opportunity to examine how principals make tough ethical decisions.

**Establishing a Leadership Structure**

Read the following chapter in the *Practicing the Art of Leadership* e-text available in Pearson MyEducationLab:

- chapter 2 ("Establishing a Framework for Leadership")

Complete the case studies and review with your mentor.

Read the following chapter in *Educational Administration*:

- **chapter 6 ("Power and Politics in School")**

Complete the case study and review with your mentor. Consider the ethical issues present in this hypothetical scenario. How would you have handled them?

Post your comments on the message board and comment on the posts of your peers.

**Case Study: School Observation**

Review the directions for performance tasks 610.2.3-01-05, 2.5-01, etc., and discuss them with the supervising administrator in your case study site.

As you are performing a case study of your school, you will conduct observations of the operations and interview administrators.

**Performance Task 610.2.3-01-05, 2.5-01, etc.**

Complete the following task in TaskStream:

- LGT1: 610.2.3-01-05, 2.5-01, etc.

**Leadership Communication**

This subject focuses on communication, an essential element of leadership. Your initiatives are one matter, but you must be able to communicate your ideas in a persuasive and energizing manner in order to galvanize the support of the relevant stakeholder.

When completing the following analysis, think about which communication style works best with the various stakeholder groups.

Competencies covered by this subject
610.2.4 - Leadership Communication
The graduate evaluates methods employed by leadership in a PK–12 educational institution to communicate with school faculty and staff.

**Leadership Communication**

Effective communication with stakeholders is essential to ensuring clear understanding and implementation of initiatives and philosophies. This task focuses on the techniques principals apply in communicating with various groups.

**Communication**

Read the following chapter in *Educational Administration*:

- chapter 11 ("Communication in Schools")

Complete the case study and discuss it with your mentor. What would you have done in this situation? What do you think the administrator in your case study school setting would have done? How could the communication processes have been improved?

Post your ideas on the message board.

**Protection of Stakeholder Interests**

The following exercises focus on your listening skills and on your ability to anticipate and respond to the needs of stakeholder groups. When you are principal, you must be certain to distinguish between listening to stakeholders and agreeing with them.

Competencies covered by this subject

610.2.5 - Ethical Operations

The graduate evaluates the ethics of a PK–12 school's governance system's operations.

**Protection of Stakeholder Interests**

There is a big difference between listening to and agreeing with someone. You will have to balance listening to various perspectives with what you believe is the best approach.

Remember to focus on getting agreement on the cause of the problem before searching for a solution.

**Community Interaction**

Read the following in *MyLabSchool/TeacherPrep*:

- module 13 ("The School and the Community")

Send your responses to the discussion questions to your mentor. Consider how your school organization interacts with the community and how your role as an educator in this community has reflected the district's philosophy of community engagement.

Post your thoughts on the message board.

**Case Study: School Observation**

Review the directions below and discuss them with the supervising administrator on your case
study site.

As you are performing a case study of your school, you will conduct observations of the operations and interview administrators.

Consult with your organizational leadership as needed and recommended in your course of study document.

You should refer to your case study school setting as you complete this task.

Post a brief essay in the message board in which you complete the following activities:

1. Explain how your educational organization determines stakeholder interests.
2. Evaluate what your educational organization does to protect these interests.
3. Explain how this process might be improved.
4. Analyze how your educational organization addresses adverse impacts of its educational services.
5. Explain how this process might be improved.
6. Evaluate how your educational organization anticipates public concern and feedback regarding its educational services.
7. Explain how this process might be improved.
8. Comment on the posts of your peers.

Legal and Fiscal Operational Procedures

The following section gives you the opportunity to examine legal and compliance issues.

As a new principal, you will be responsible for ensuring that systems are implemented and followed relevant to the topics herein. In addition, you will need to examine existing resources to maximize their allocation to meet the needs of students. Here, you have a chance to look at these systems and issues in your school.

Competencies covered by this subject
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.

Legal and Fiscal Operational Procedures
As a principal, you must ensure your school is in compliance with regulations. This task focuses on how state legislation affects principals' actions.

School Finances and Law

Read the following in MyLabSchool/TeacherPrep:

- module 14 ("Legal Rights and Responsibilities of Students and Staff")
- module 15 ("School Finance")

Read the following chapters in the Financing Education in a Climate of Change e-text in
Perason MyEducationLab:

- chapter 1 ("The Economics of Education")
- chapter 11 ("Financing School Facilities")
- chapter 12 ("Administering the School Budget")
- chapter 13 ("Accounting and Auditing")

Read the following chapters in the School Law: Cases and Concepts e-text in Pearson MyEducationLab:

- chapter 2 ("Schools and the State")
- chapter 3 ("Students and the Law")
- chapter 4 ("Teachers and the Law")
- chapter 7 ("School Finance and School Choice Issues")

Discuss with your mentor any questions you have regarding this material.

Of the varied fiscal and legal guidelines presented in these chapters, take careful note of those you have directly observed in your case study school. Also, consider the degree of involvement that your principal may have in the execution of these types of legal and fiscal matters.

**Performance Task 610.2.6-01-04**

Complete the following task in TaskStream:

- LGT1: 610.2.6-01-04

For directions on how to receive access to performance assessments, see the "Accessing Performance Assessments" page.

Complete and submit for evaluation performance task 610.2.6-01-04.

**Final Steps**

Congratulations on completing the activities in this course of study! This section will guide you through the assessment process.

**Assessment Information**

You will not have access to these tasks in TaskStream until you request them through your Degree Plan and your mentor approves your request.

**Accessing Performance Assessments**

You should have completed the following tasks as you worked through this course of study. If you have not completed the tasks in TaskStream, do so now.

- LGT1: 610.2.1-06, 07
- LGT1: 610.2.2-02, 03
- LGT1: 610.2.2-07, 08
Follow these directions to receive access to performance assessments.

Feedback

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- Course Feedback

ADA Policy

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). ADA Support Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu. Further information on WGU’s ADA policy and process can be viewed in the student handbook at the following link:

- Policies and Procedures for Students with Disabilities