This course supports the assessments for Practicum in Educational Leadership. The course covers 7 competencies and represents 7 competency units.

Introduction

Overview
The activities in this course are to take place in elementary (K-6) and secondary (7-12) school settings; some of the hours are to be completed outside of the school building in which you may be employed as an educator. The performance tasks in this assessment will comprise part, but not all, of the required hours as determined by your state of intended licensure.

This practicum places you in the principal's chair, performing the tasks necessary for a successful time as a principal. In this course, in addition to executing responsibilities in other schools and the central office in your district, you will evaluate curriculum needs, informally observe staff, and engage stakeholders.

**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.

You will be concurrently working on your capstone action research project in conjunction with your assigned capstone chair and committee. Please refer to your Educational Leadership Capstone for additional information. Many of your capstone hours are related to the practicum and can be included in the aforementioned practicum hours.

**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 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 provides guidance to help you demonstrate the following 7 competencies:

- **Competency 610.8.1: Observing Performance**
  The graduate observes and evaluates faculty and staff performance.

- **Competency 610.8.2: Professional Development Planning**
  The graduate plans for and implements meaningful and relevant professional development for instructional staff.

- **Competency 610.8.3: Planning for Stakeholder Involvement**
  The graduate plans for engagement and involvement of community stakeholders and district personnel.

- **Competency 610.8.4: Technology Tools**
  The graduate selects and utilizes appropriate technology tools in carrying out the
responsibilities of instructional team leadership.

- **Competency 610.8.5: Team Leadership Style**
  The graduate relates a personal style of instructional team leadership to student achievement and school operations.

- **Competency 610.8.6: Curricular Gap Analysis**
  The graduate conducts a curricular gap analysis as a data-driven school improvement measure.

- **Competency 610.8.7: Action Research**
  The graduate conducts action research to support improvement of a PK-12 school organization's key performance processes and outcomes.

**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, 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. 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.

**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**

You will use the following learning resources for this course.

**Education Criteria for Performance Excellence**

You will access the following Baldrige National Quality Program resource:

- [Education Criteria for Performance Excellence](#)

**Optional Textbook Purchase**

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

Note: You may purchase this text 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.

Additional Preparation

There are many different learning tools available to you within your course in addition to the learning resources already discussed. Take the time to familiarize yourself with them and determine how best to fit them into your learning process.

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 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.

Information on individual state requirements for administrator certification is available at WGU Student Handbook.

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

Western Governors University
4001 South 700 East, Suite 700
Salt Lake City, UT 84107
Fax number: 801-401-7961

Please contact licensure@wgu.edu with any questions or concerns you may have regarding your path to certification.

State Specific Requirements

Please refer to the information below for all state-specific requirement details. States with specified requirements listed include California, Missouri, Washington, Arkansas, Oregon, Texas, Ohio, Wisconsin and Wyoming. It is strongly encouraged that you carefully read and complete the instructions provided.

California (CPSEL)

California Professional Standards for Education Leaders (CPSEL) requires that students develop a personal code of ethics pursuant to Standard 5, Element 5A, “Reflective Practice - Leaders act upon a personal code of ethics that requires continuous reflection and learning.” To assist you in meeting this state requirement, please read the following information and complete the assignment below.
A personal code of ethics derives from the philosophies, ideas, beliefs and values that are important to an individual. You may find application from religious codes, spiritual beliefs, political ideologies, analytical philosophy, higher order teachings or from truths gained through personal experience. Your personal code of ethics articulates self-described expectations for your decision-making and conduct and reinforces a process of continuous thought, reflection and learning.

Examples of principles for a personal code of ethics include integrity, honesty, promise keeping, transparency, fairness, concern for others, respect for others, personal accountability, independent objective judgment, responsible citizenship, loyalty, courage, and pursuit of excellence.

To develop your personal code of ethics, consider the following steps.

1. Get to know yourself. Write down positive characteristics and ask a friend or confidant to help you identify your best qualities.
2. Look for patterns and organize your ideas under specific principles.
3. Think about how you relate to and communicate with others around you. Feel free to include aspects that you may want to improve about yourself. Be specific on what you can do to improve your personal and professional relationships.
4. Think about why you hold certain beliefs and values and note any supporting words of wisdom or related references.
5. Write down or word process a draft of your personal code of ethics. Look it over to refine or modify any statements. Your personal code of ethics serves as a blueprint for accountability and interactions with others in the world.
6. Make a commitment to apply your personal code of ethics to your life. Periodically review, reflect and adjust as you learn.

**Assignment:** Develop a written personal code of ethics that requires your continuous reflection and learning. Place a hard copy of your personal code of ethics in your notebook and send an electronic copy to your program mentor for review and discussion. Submit your personal code of ethics to Taskstream as part of LRT1 under the Submit Forms section.

In addition to your CPSEL you will submit a signed Professional Growth Plan in Taskstream. Your program mentor will guide you through the process of creating this professional growth plan. Download the Professional Growth Plan Template and schedule a meeting with your program mentor. Your final draft of the plan shall be signed by you and your program mentor.

**Arkansas (PGP)**

Your program mentor will guide you through the process of creating a professional growth plan. Download the Professional Growth Plan Template and schedule a meeting with your program mentor. Your final draft of the plan shall be signed by you and your program mentor. You will submit the signed plan in Taskstream.

**Missouri (MoSLPA)**

Missouri requires that you also pass the Missouri School Leaders Performance Assessment (MoSLPA). Please visit the MoSLPA Site and see the MoSLPA FAQ document. Your
observation and evaluation forms and Education Leadership Practicum Log will not pass until WGU receives proof that you have passed this performance assessment. Please upload your passing scores ticket in addition to your log in this task.

Ohio (PGP)
Your program mentor will guide you through the process of creating a professional growth plan. Download the Professional Growth Plan Template and schedule a meeting with your program mentor. Your final draft of the plan shall be signed by you and your program mentor. You will submit the signed plan in Taskstream.

Oregon (PGP)
Your program mentor will guide you through the process of creating a professional growth plan. Download the Professional Growth Plan Template and schedule a meeting with your program mentor. Your final draft of the plan shall be signed by you and your program mentor. You will submit the signed plan in Taskstream.

Texas (PGP)
Your program mentor will guide you through the process of creating a professional growth plan. Download the Professional Growth Plan Template and schedule a meeting with your program mentor. Your final draft of the plan shall be signed by you and your program mentor. You will submit the signed plan in Taskstream.

Washington (PGP & TPEP)
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 shall be signed by you and your program mentor. You will submit the signed plan to Taskstream as part of LRT1 under the “Submit Forms”

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.

Watch WA State Principal Interview (12 min.), a conversation with Principal Jeff Cravy about the teacher evaluation process.

Complete the TPEP Training Modules in preparation to implement these new teacher evaluation
systems.

Download the Teacher/Principal Evaluation Process (TPEP) and schedule a meeting with the LRT course instructor. After your meeting with the course instructor, submit your final draft to Taskstream as part of LRT1 under Submit Forms.

**Wisconsin (PGP)**

Your program mentor will guide you through the process of creating a professional growth plan. Download the Professional Growth Plan Template and schedule a meeting with your program mentor. Your final draft of the plan shall be signed by you and your program mentor. You will submit the signed plan in Taskstream.

**Wyoming (PGP)**

Your program mentor will guide you through the process of creating a professional growth plan. Download the Professional Growth Plan Template and schedule a meeting with your program mentor. Your final draft of the plan shall be signed by you and your program mentor. You will submit the signed plan in Taskstream.

**Action Research, Part I**

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.

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.

This topic addresses the following competency:

- **Competency 610.8.7: Action Research**
  The graduate conducts action research to support improvement of a PK–12 school organization’s key performance processes and outcomes.

**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.

**Message Board Essay on Research Methodology**

Write an essay in the message board in which you:

1. 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

2. Contrast the advantages and disadvantages of using action research methodology in education.

Comment on the posts of your peers.

**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.

This topic addresses the following competencies:

- Competency 610.8.5: Team Leadership Style
The graduate relates a personal style of instructional team leadership to student achievement and school operations

- **Competency 610.8.7: Action Research**
  The graduate conducts action research to support improvement of a PK–12 school organization’s key performance processes and outcomes.

**Mentor Discussion**

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

**Message Board Essay on Governance and Leadership Results**

Write an essay in the message board 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:

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

Comment on the posts of your peers.

**Message Board Essay on Assessment Results**

Write an essay in the message board in which you:

A. Summarize your school organization’s assessment results related to student and stakeholder satisfaction.

Include at least two of the following elements 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
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- Competitive organizational awards
- Recognitions and rankings of the organization
- Competitive performance data of students

B. Develop a plan to improve outcomes in an area you identified in 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 your plan.
4. Explain what resources will be required for your plan.
5. Explain how the effectiveness of the plan will be evaluated.

Comment on the posts of your peers.

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.

This topic addresses the following competency:

- Competency 610.8.7: Action Research
  The graduate conducts action research to support improvement of a PK–12 school organization’s key performance processes and outcomes.

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.

Message Board Essay on Outcomes
Write an essay in the message board 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 area you identified in 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 your plan.
4. Explain what resources will be required for your plan.
5. Explain how the effectiveness of the plan will be evaluated.

Comment on the posts of your peers.

**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 610.8.7-08 and 610.8.7-04**

Complete the following tasks in **TaskStream**:

- 610.8.7-08
- 610.8.7-04

Submit performance tasks 610.8.7-08 and 610.8.7-04 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.

This topic addresses the following competency:

- **Competency 610.8.7: Action Research**
  The graduate conducts action research to support improvement of a PK–12 school organization’s key performance processes and outcomes.

**Mentor Discussion**

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

**Message Board Essay on Performance Results**

Write an essay in the message board 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 factors 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.
Comment on the posts of your peers.
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.

This topic addresses the following competency:

- **Competency 610.8.6: Curricular Gap Analysis**
  The graduate conducts a curricular gap analysis as a data-driven school improvement measure.

Mentor Discussion

Access [Taskstream](#) and review the directions for completion of performance task 610.8.6-01-05 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.

This topic addresses the following competency:

- **Competency 610.8.6: Curricular Gap Analysis**
  The graduate conducts a curricular gap analysis as a data-driven school improvement measure.

**Complete: Performance Task 610.8.6-01-05**

Complete the following task in Taskstream:

- Task 610.8.6-01-05

**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.

**Observation and Evaluation of Staff**

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

**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.

This topic addresses the following competency:

- **Competency 610.8.1: Observing Performance**
  The graduate observes and evaluates faculty and staff performance.

**SuperVision Reading**

Review the following in SuperVision and Instructional Leadership:

- chapter 14 ("Observing Skills")
- chapter 16 ("Direct Assistance to Teachers")

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.
Case Study Application and Performance Tasks 610.8.1-01, 04-09 and 610.8.5-01-09

Review with your supervising administrator procedures to follow in conjunction with performance task 610.8.1-01, 04-09.

Complete the following tasks in Taskstream:

- 610.8.1-01, 04-09
- 610.8.5-01-09

Submit performance tasks 610.8.1-01, 04-09 and 610.8.5-01-09 for evaluation.

Message Board Activity

Post the following in the message board:

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.

   1. 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.

Comment on the posts of your peers.

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.
This topic addresses the following competencies:

- **Competency 610.8.2: Professional Development Planning**
  The graduate plans for and implements meaningful and relevant professional development for instructional staff.

**Case Study Application**

Access [Taskstream](#) and review with your supervising administrators procedures that they wish you to follow in conjunction with **performance task 610.8.2-01-05**.

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 610.8.2-01-05**

Complete the following task in [Taskstream](#):

- 610.8.2-01-05

Submit performance task 610.8.2-01-05 for evaluation.

**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.

This topic addresses the following competency:

- **Competency 610.8.3: Planning for Stakeholder Involvement**
  The graduate plans for engagement and involvement of community stakeholders and district personnel.

**Application**

Access [Taskstream](#) and review with your supervising administrators procedures to follow in conjunction with **performance task 610.8.3-01-05**.

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 610.8.3-01-05

Complete the following task in Taskstream:

- 610.8.3-01-05

Submit performance task 610.8.3-01-05 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.

This topic addresses the following competency:

- Competency 610.8.4: Technology Tools
  The graduate selects and utilizes appropriate technology tools in carrying out the responsibilities of instructional team leadership.

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 and review with your supervising administrator procedures to follow in conjunction with performance task 610.8.4-02.

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

Message Board Essay on Curricular Issue

Write an essay in the message board 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.

Comment on the posts of your peers

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 610.8.4-02

Complete the following task in Taskstream:

- 610.8.4-02

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 activities provide information and practice regarding technology tools as they are used to record teacher performance data.

This topic addresses the following competency:

- Competency 610.8.4: Technology Tools
  The graduate selects and utilizes appropriate technology tools in carrying out the responsibilities of instructional team leadership.

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 610.8.4-07.

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 610.8.4-07

Complete the following task in Taskstream:

- 610.8.4-07

Submit performance task 610.8.4-07 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.