This course supports the assessments for Governance, Finance, Law and Leadership for Principals. The course covers 12 competencies and represents 6 competency units.

Introduction

Overview

This course contains content in educational law, finance, and administration as well as a case study review of your site's leadership practices.

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.

Getting Started

Welcome to Governance, Finance, Law, and Leadership for Principals! This course assists in the developmental process for school principal leadership and covers nine essential Topics. You will complete a series of activities using learning resources including a series of VitalSource E-Texts, Teachscape videos, and articles from TeacherPrep and the WGU Library E-Reserves. A suggested ten-week pacing guide is located within the Preparing for Success section. Your competency will be demonstrated by successfully completing a Performance Assessment that is subdivided into five tasks, including evaluating leadership and analyzing the impact of governmental policies on principals. We hope that this course experience prepares you for your future endeavors!

Teaching Dispositions Statement
Please review the Statement of Teaching Dispositions.

Preparing for Success

The information in this section is provided to detail the resources available 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 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.


Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase a hard copy at your own expense through VitalSource or a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition. The following sites provide instruction on how to create a VitalSource account, use features such as downloading your e-texts for offline use, and purchase a print-on-demand option, if available.

VitalSource Navigational Video
Print-On-Demand Option

Teachscape

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

TeacherPrep Modules

You will use the articles associated with each of these modules throughout this course.

Other Learning Resources

You will use the following learning resource for this course.

WGU Library E-Reserves
This course 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 be used in this course:


**Optional Textbook Purchase**

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


*Note: You may purchase the textbook through a retailer of your choice. Be sure to use the ISBN listed to ensure that you receive the correct edition.*

**Pacing Guide**

**Week 1**

- Organizational Behavior
- Ethics and Professional Practice
- Task 1: Leadership Styles

**Week 2**

- Instructional Leadership
- Case Study: Teacher-Leaders

**Week 3**

- Curricular Problem Solving
- Case Study: Curriculum Problems

**Week 4**

- Curriculum Design and Meeting Individual Needs
- Task 2: Meeting Diverse Student Needs
- Leading Culturally Diverse Schools

**Week 5**

- Instructional Leadership and Student Achievement
• Leadership Communication
  • Task 3: The Principal's Philosophy

Week 6

• Protection of Stakeholder Interests
• Legal and Fiscal Operational Procedures
• Task 4: School Law

Week 7

• Legal and Fiscal Operational Procedures

Week 8

• Legal and Fiscal Operational Procedures

Week 9

• Legal and Fiscal Operational Procedures

Week 10

• Leadership Styles and Accountability
• Task 5: Legal and Fiscal Compliance

Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Contact a Course Instructor

As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals.

Successful students report that working with a course instructor is the key to their success. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!

Competencies

This course provides guidance to help you demonstrate the following 6 competencies:

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

• Competency 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.

• Competency 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.

- **Competency 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.

- **Competency 610.2.5: Ethical Operations**
The graduate evaluates the ethics of a PK–12 school's governance system's operations.

- **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 610.2.7: Leadership Behaviors**
The graduate synthesizes a leadership approach that includes self-awareness, a reflective practice, transparency, and ethical behavior.

- **Competency 610.2.8: Social Justice and Diversity**
The graduate evaluates the effectiveness of school leaders to ensure social justice and safeguard student diversity.

**Organizational Behavior and Management Theories**

School organization leaders often have leadership styles that reflect relevant organizational leadership theories. Beginning principals must develop a personal leadership style that is reflective of their beliefs and preferences. Individual leadership style may be an extension of 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.

**Organizational Behavior**

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

**Schools as Social Systems**

Watch the following video *Schools as Social Systems*:

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

Read the following chapter from *School Leadership That Works*:

- **Chapter 2 (“Some Theories and Theorists on Leadership”).**

Consider Marzano’s presentation of selected leadership theories and theorists. Reflect on the similarities and differences among the theories and consider their value to you as an educational leader. Place your reflections in your study notebook for personal use and reference.

**Leading Productive Work Environments**
Read the following excerpt from Seyfarth (1996):

- **Leading Productive Work Environments**

**Ethics and Professional Practice**

The purpose of this section is to prompt educational leadership students to rethink values, reexamine personal and professional behaviors, and reevaluate how they conduct themselves in light of a code of ethics adopted by the American Association of School Administrators (AASA).

The term *Ethics* may signify a general pattern of living, a codified set of rules that guide decisions and behaviors, or a type of philosophical inquiry that examines principles of life. Communities of professionals, such as the AASA, identify and adopt ethical codes derived from significant and worthy principles that serve to guide day-to-day decisions, and conduct and render individual members accountable for their words and actions. Most ethical codes have common concerns about the conduct of the individual within the group, the conduct of the group as a whole, and how those inside and outside of the group view the conduct.

**Code of Ethics**

Principals are faced with making choices every day that are based on fairness, equity, and student success. This subject examines the role that ethics play in the importance of principals' decisions.

**AASA's Statement of Ethics for Educational Leaders:**

"An educational leader's professional conduct must conform to an ethical code of behavior, and the code must set high standards for all educational leaders. The educational leader provides professional leadership across the district and also across the community. This responsibility requires the leader to maintain standards of exemplary professional conduct while recognizing that his or her actions will be viewed and appraised by the community, professional associates, and students. The educational leader acknowledges that he or she serves the schools and community by providing equal educational opportunities to each and every child. The work of the leader must emphasize accountability and results, increased student achievement, and high expectations for each and every student. To these ends, the educational leader subscribes to the following statements of standards.

The educational leader:

1. Makes the education and well-being of students the fundamental value of all decision making.
2. Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Implements local, state, and national laws.
5. Advises the school board and implements the board's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interest of children.
7. Avoids using his/her position for personal gain through political, social, religious, economic, or other influences.
8. Accepts academic degrees or professional certification only from accredited institutions.
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment, release, or dissolution mutually agreed upon by all parties.
11. Accepts responsibility and accountability for one's own actions and behaviors.

The Ethics of Conversation

Leaders can also remove barriers and enhance the communication process by bringing ethics to school conversations. In schools, communication is very pervasive, as people accept or reject each other based on words used and the context in which individuals use them. To reduce as much controversy as possible, school leaders need to advocate for the addition of an ethical dimension to school conversations.

When individuals participate in an ethical conversation, certain qualities of character are exhibited, and discourse reinforces these qualities. The conversation is governed by reason, and participants are willing to provide evidence for their position, take responsibility for the statements they make, be open to persuasion, and yield to the better argument (Grant, 1996).

In schools, the type of conversation that best lends itself to ethics is dialogue (Grant, 1996). A dialogue presumes that all participants are equally open to persuasion and will yield to the better argument. With dialogue, participation in the conversation becomes important within itself as the conversation process recognizes the value of each participating faculty member and reinforces the quality of and respect for that individual.

For communication in schools to be as effective as possible, the act of receiving information must be separated from the act of judging information. Whereas both functions are important, if they are not kept separate during the transmittal process, the flow of information may be discontinued or altered, and important information could be lost (Ciancutti & Steding, 2001).

When leaders advocate a conversation process that includes ethics, they advance an atmosphere of value, equity, trust, and acceptance. When these ethical qualities do not exist, some people do not communicate effectively because they feel unappreciated, misunderstood, defensive and hostile, frustrated, or distressed (Sobel & Ornstein, 1996).

Read: Ethics of Conversation

Read the "Ethics of Conversation" from Practicing the Art of Leadership: A Problem-Based Approach to Implementing The ISLLC Standards (3rd ed.):

- Page 119 of Chapter 4 ("Enhancing Leadership Effectiveness Through Communication")
Transparency in Decision Making

Read: "Leadership Transparency: One leader's perspective" by J. Marin (July 2016)

Mentor Discussion

Discuss with your program 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.

Performance Assessment

Review the directions for Performance Task TVT Task 1: Leadership Styles.

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.

Complete: TVT Task 1: Leadership Styles

Complete the following task in Taskstream:

- TVT2 Gov., Fn., Law, & Ldr. Pr.: TVT Task 1: Leadership Styles

For details about this performance assessment, see the "Assessment" tab in this course.

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 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.

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 module:

Module 2: Leadership

After reading the articles in this module, you should be able to:
• Identify new models of leadership and leadership behaviors to effect change.
• Study communication systems that facilitate effective leadership.
• Examine professional development programs that invigorate both teaching and leading in schools.
• Explore the role of leadership in establishing a culture of collegiality within a school.

Article 1: Of Hubs, Bridges, and Networks

Article 2: Improving Relationships Within the Schoolhouse

Article 3: Starting with the Soul

E-mail your reflections to your course instructor 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 the following 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.

**Curricular Problem Solving**
In this exercise, you will examine the most fundamental 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 module:

**Module 5: The School Curriculum**

After reading the articles in this module, you should be able to:

- Gain knowledge of specific and general areas of curriculum and innovative practices.
- Explore differentiated instruction in mathematics and the influence of learning styles on mathematical learning.
- Become familiar with specific research-based strategies related to reading.
- Delve into teaching for meaning and deeper understanding.
- Relate instructional strategies to the achievement of critical curricular goals.

Article 1: [Creating a Differentiated Mathematics Classroom](#)

Article 2: [Becoming an Engaged Reader](#)

Article 3: [You Can Teach for Meaning](#)

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 on the message board in which you complete the following 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.

**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**

Review the following excerpts from Module 1: ELs & the Law

- What was the ruling in *Lau v. Nichols*, and why is it important for the English learner?
- What is the significance of *Castañeda* to EL programs?
- What is the fourth component implicit in the *Castañeda* ruling and what does it mean for EL programs?
- What is the role of the Office for Civil Rights in regard to EL students?

Consider the levels of services provided to English language learners in your school building, then post your comments on the message board.

Read the following chapter in *School Law: Cases and Concepts*:

- 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.
Watch the following video presentation related to Section 504 of the Rehabilitation Act of 1973:

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

**Leading Culturally Diverse Schools**

As with many terms, the definitions of diversity and culture are often intertwined. Frequently, they are used to characterize and/or explain the meanings of one another. As a result, acceptance of individuals from varying backgrounds is often overshadowed by simplistic models. In the activities that follow, you will begin to recognize the significance of diversity and culture so that you develop an understanding of the impact of diversity in society.

**The Impact of Diversity in Schools**

As with many terms, the definitions of diversity and culture are often intertwined. Frequently, they are used to characterize and/or explain the meanings of one another. As a result, acceptance of individuals from varying backgrounds is often overshadowed by simplistic models. In the activities that follow, you will begin to recognize the significance of diversity and culture so that you develop an understanding of the impact of diversity in society.

**Diversity and Culture**

Read the following chapters in *Diversity Consciousness*:

- Chapter 1 ("Diversity: An Overview")
- Chapter 7 ("Leadership")

Engage the following video series:

- Welcome
- Developing global thinking
- Building rapport first
- Simplifying your language
- Taking your time
- Flexing your style
- Challenging yourself

Read: "Beyond Convention, Beyond Critique: Toward a third way of preparing educational leads to promote equity and social justice (Part1)"
Complete the following activities:

- **Self-Assessment Chapter 1**
- **Diversity Conscious Profile**

Consider how your school organization approaches student diversity, equality in education, and social justice. Compare this to how you would address these topics as a school leader. Document your considerations in your study notebook.

**Performance Assessment**

Complete: TVT Task 2: Meeting Diverse Student Needs

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:**

- TVT2 Gov., Fn., Law, & Ldr. Pr.: TVT Task 2: Meeting Diverse Student Needs

For details about this performance assessment, see the "Assessment" tab in this course.

**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.

**Instructional Leadership and Student Achievement**

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

**Principal’s Experience**

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

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

- **Chapter 19 ("Curriculum Development")**

Read the following excerpt from *SuperVision and Instructional Leadership* related to teacher-proof curriculum in a loosely coupled organization:

- **Glickman, Gordon, and Ross-Gordon Chapter 19 Supplement**

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 TVT Task 3: The Principal’s Philosophy 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 Assessment

Complete: TVT Task 3: The Principal’s Philosophy

Complete the following task in Taskstream:

- TVT Gov., Fn., Law, & Ldr. Pr.: TVT Task 3: The Principal’s Philosophy

For details about this performance assessment, see the "Assessment" tab in this course.

Leadership Communication

This section 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.

Leadership Communication

Effective communication with stakeholders is essential to ensure 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 a principal, you must be certain to
distinguish between listening to stakeholders and agreeing with them.

**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 module:

**Module 13: The School and the Community**

After reading the articles in this module, you should be able to:

- Explore a full-service school model and identify the range of programs offered to meet the needs of the community.
- Identify the goals and benefits of a strong relationship between the school, parents, and the community.
- Examine models of shared leadership, parent participation, and community involvement.

Article 1: [A Community School](#)

Article 2: [The Rewards of Parent Participation](#)

Article 3: [It Takes 100 Grandparents](#)

Send your responses to the discussion questions to your course instructor. 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 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.

**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**

**Student Supervision**

Read the article *Hostile Hallways* by J. Marin and W. Leinbach (March 2016).

Read the following modules:

**Module 14: Legal Rights and Responsibilities of Students and Staff**

After reading the articles in this module, you should be able to:

- Delve into specific legal issues that may raise dilemmas regarding the legal rights of students and the responsibilities of school personnel.
- Articulate your interpretations of various legislative acts and court decisions as related to school settings.
- Apply the recommendations and guidelines offered in these articles to your school settings to address matters that affect the legal rights and responsibilities of students and staff.

Article 1: [Hostile Hallways](#)
Article 2: The Right to Search Students

Article 3: Copyright 101

Engage the following video School Financial Management:

Note: To download this video, right-click the following link and choose “Save as...”: download video.

Read the following chapters in School Law: Cases and Concepts:

- Chapter 2 ("Schools and the State")
- Chapter 3 ("Students and the Law")
- Chapter 4 ("Teachers and the Law")

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 Assessment

Complete: TVT Task 4: School Law

Complete the following task in Taskstream:

- TVT2 Gov., Fn., Law, & Ldr. Pr.: TVT Task 4: School Law

For details about this performance assessment, see the "Assessment" tab in this course.

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.

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 Practicing the Art of Leadership:
• Chapter 2 ("Establishing a Framework for Leadership")

Complete the case studies and email your findings to your course instructor.

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 TVT Task 5: Legal and Fiscal Compliance 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 Assessment**

Complete: TVT Task 5: Legal and Fiscal Compliance

**Complete the following task in Taskstream:**

• TVT2 Gov., Fn., Law, & Ldr. Pr.: TVT Task 5: Legal and Fiscal Compliance.

For details about this performance assessment, see the "Assessment" tab in this course.

**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 completed the assessments, schedule and complete your assessments now.