



Endorsement Preparation Program, **Educational Leadership**

The Endorsement Preparation Program in Educational Leadership is a competency-based degree program that prepares students at the graduate level to become licensed as school principals. The program's philosophy is based on that of the school principal as the school's instructional team leader. Work in this endorsement program takes place in a case study format and utilizes a case study school site or district. Students also complete a six month practicum working closely with a school administrator in a practicum school site. Practicum activities take place at both the elementary (K–6) and secondary (7–12) levels, and occur during the concluding term of the program.

Understanding the Competency-Based Approach

Practically speaking, what does it mean when we say that WGU programs are competency-based? Unlike traditional universities, WGU does not award degrees based on credit hours or on a certain set of required courses. Instead, students earn their degrees by demonstrating their skills, knowledge, and understanding of important concepts through a series of carefully designed assessments.

Progress through your degree program is governed, not by classes, but by satisfactory completion of the required assessments that demonstrate your mastery of the competencies. Of course, you will need to engage in learning experiences as you brush up on competencies or develop knowledge and skills in areas in which you may be weak. For this learning and development, WGU has a rich array of learning resources in which you may engage under the direction of your mentor. You will work closely with your mentor to schedule your program for completing the assessments. (We discuss assessments in much more detail later in this guide.) You will work closely with additional faculty members as you proceed through courses of study that are designed to lead you through the content you must master in order to pass individual assessments.

The benefit of this competency-based system is that it makes it possible for people who are knowledgeable about a particular subject to make accelerated progress toward completing a WGU degree even if they lack college experience. You may have gained your skills and knowledge of a subject on the job, accumulated wisdom through years of life experience, or, indeed, took a course on a particular subject. WGU awards a degree to you based on the skills and knowledge that you possess and can demonstrate, not the number of credits you have on your transcript.

Accreditation

Western Governors University is the only university in the history of American higher education to have earned accreditation from four regional accrediting commissions. WGU's accreditation was awarded by (1) the Northwest Commission on Colleges and Universities, (2) the Higher Learning Commission of the North Central Association of Colleges and Schools, (3) the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and (4) the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. The university's accreditation status is now managed by the Northwest Commission on Colleges and Universities (NWCCU). The university is also accredited by the Distance Education and Training Council (DETC), and the WGU Teachers College is accredited by the National Council for Accreditation of Teacher Education (NCATE). The nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The Health Informatics program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

The Degree Plan

The focus of your program is your personalized Degree Plan. The Degree Plan is a detailed blueprint of the learning resources and assessments that comprise your program. The length of your program depends on both the amount of new information you need to learn and the amount of time you plan to devote each week to study.

Students will vary widely in the specific skills and information they need to learn. For example, some may be highly knowledgeable in a subject matter and would not need to engage in new learning opportunities. Others may find that portions of the program require completely new learning and that they may need to take an online class or participate in a study module to acquire the knowledge and skills needed to pass the program competencies in that area. Some individuals may be able to devote as little as 15–20 hours per week to the program, while others may have more time. For this reason, you will complete pre-assessments to help your mentor form a profile of your prior knowledge and experience for use in creating your Degree Plan.

WGU’s Mentoring Approach

Our mentoring approach is a powerful component of the WGU educational experience. When you enroll at WGU, you will begin interacting with your personal mentor, course mentors, and support staff. Your mentor takes an active role and a personal interest in your success. Whether by e-mail or phone, your mentor will be your “point person” of communication throughout your program. Your mentor will help motivate you to work hard to complete your program. When you have questions or concerns, your mentor team will help you resolve them.

You and your mentor will work together to evaluate your educational background, strengths, and weaknesses. With this analysis, your mentors will help determine in which areas you are already competent (and can move quickly to assessment) and areas you need to work on; this will become your personalized Degree Plan. Your mentor will direct you to the Courses of Study that contain the best learning resources for you (courses, texts, independent study modules, etc.) and are supported by course mentors that serve as your content experts for each area of study. As you proceed through your academic program, you and your mentor will determine when you are ready for the required assessments. If you are ready, your assessment will be scheduled. You will follow this same process as you proceed through each domain.

Connecting with Other Mentors and Fellow Students

As you proceed through your Degree Plan, you may also have direct contact with other faculty members. These communications can take a variety of forms, including participation in learning communities, office hours via the courses of study, and webinars. As a WGU student, you will have access to your own personal MyWGU Student Portal that will provide a gateway to courses of study, learning communities, and program communities where you will have interactions with faculty and other students. Courses of study and communities are specifically designed to support you as you develop competencies in preparation for your assessments through the utilization of threaded discussions, blogs, and chats that are guided by content experts. You will access your program community during the Education Without Boundaries introductory course to network with peers who are enrolled in your program and to receive continued support through professional enrichment and program-specific chats, blogs, and discussions. WGU also provides a Student Services Associate to help you and your mentor solve any special problems that may arise.

Education Without Boundaries Orientation

Education Without Boundaries (EWB) is a required orientation that focuses on acquainting the student with WGU’s competency-based model, distance education, technology, and other resources and tools available for students. You will also utilize tutorials, message boards, online

chats, and other activities to connect with other students in your program. This orientation is completed before you start your first term at WGU.

Transferability of Prior College Coursework

Because WGU is a competency-based institution, it does not award degrees based on credits but on demonstration of competency. However, if you have completed college coursework at another accredited institution, you may have your transcripts evaluated and may be able to have some lower-division or co-requisite assessments cleared. The guidelines for determining what will “clear” through transfer vary based on the degree program.

The following transfer guidelines generally apply to graduate programs: Graduate domains (i.e., subject areas) cannot be cleared through transfer. Requirements in the domains that can be considered the degree major cannot be cleared through transfer. Furthermore, WGU does not clear any requirements based on the student's professional experience and does not perform a "resume review" or "portfolio review" that will automatically clear any degree requirements. Degree requirements and transferability rules are subject to change in order to keep the degree content relevant and current.

Remember, WGU's competency-based approach lets you take advantage of your knowledge and skills, regardless of how you obtained them. Even when you do not directly receive credit, the knowledge you possess may help you accelerate the time it takes to complete your degree program.

Continuous Enrollment, On Time Progress, and Satisfactory Academic Progress

WGU is a “continuous enrollment” institution, which means you will be automatically enrolled in each of your new terms while you are at WGU. Your terms are six months long. Longer terms and continuous enrollment allow you to focus on your studies without the hassle of unnatural breaks between the shorter terms that you would experience in a more traditional environment. At the end of every six-month term, you and your mentor will review the progress you have made and revise your Degree Plan for your next six-month term.

WGU requires that students make measurable progress toward the completion of their degree programs every term. We call this On Time Progress – denoting that you are on track and making progress toward on time graduation. As full-time students, graduate students must enroll in at least eight (8) competency units each term, and undergraduate students must enroll in at least twelve (12) competency units each term. Completing at least these minimum enrollments is essential to On Time Progress and serves as a baseline from which you may accelerate your program. We measure your progress based on the assessments you are able to pass, not on your accumulation of credit hours or course grades. Every time you pass an assessment, you are demonstrating that you have mastered skills and knowledge in your degree program. For comparison to traditional grading systems, passing an assessment means you have demonstrated competency equivalent to a “B” grade or better.

WGU has assigned competency units to each assessment so that we can track your progress through the program. A competency unit is equivalent to one semester credit of learning. Some

assessments may be assigned three competency units while other assessments may be as large as 12 competency units.

Satisfactory Academic Progress (SAP) is particularly important for financial aid students because you must make SAP in order to maintain eligibility for financial aid. We will measure your SAP quantitatively by reviewing the number of competency units you have completed each term. As full-time students, WGU graduate students must enroll in at least eight competency units each term, and undergraduate students must enroll in at least 12 competency units each term. In order to remain in good academic standing, you *must* complete at least 66.67% of the units you attempt – including any assessments you add to your term to accelerate your progress. Additionally, during your first term at WGU you must pass at least three competency units in order to remain eligible for financial aid. We know that SAP is complex, so please contact a Financial Aid Counselor should you have additional questions.

Assessments

Your Degree Plan will include the assessments needed to complete your program. To obtain your degree you will be required to demonstrate your skills and knowledge by completing the following assessments:

Performance Assessments contain, in most cases, multiple scored tasks such as projects, essays, and research papers. Performance assessments contain detailed instructions and rubrics for completing each task and are submitted in TaskStream, an online project management and grading tool.

Objective Assessments are designed to evaluate your knowledge and skills in a domain of knowledge. Most objective assessments include multiple-choice items, multiple-selection items, matching, short answer, drag-and-drop, and point-and-click item types, as well as case study and video-based items.

As mentioned earlier, we have assigned competency units (CUs) to each assessment in order to measure your academic progress. As a graduate student, you will be expected to enroll in a minimum of eight competency units each term. A standard plan, at eight units per term, would look similar to the one that follows.

Your personal progress can be faster, but your pace will be determined by the extent of your transfer units, your time commitment, and your determination to proceed at a faster rate.

STANDARD PATH FOR ENDORSEMENT PREPARATION PROGRAM, EDUCATIONAL LEADERSHIP

CODE	ASSESSMENTS	CUs	TERM
LPT1	Performance Excellence Criteria for Educational Leaders	4	1
LGT1	Governance, Finance, Law, and Leadership for Principals	5	1
LNT1	Process Management for Educational Leaders	3	1
LFT1	Student, Stakeholder, and Market Focus for Educational Leaders	5	2
LMT1	Measurement, Analysis, and Knowledge Management for Educational Leaders	4	2

LWT1	Workforce Focus for Educational Leaders	4	2
LST1	Strategic Planning for Educational Leaders	2	3
LEC1	Comprehensive Educational Leadership Integration	2	3
LRT1	Practicum in Educational Leadership	7	3

In this example, the program will take three terms for the student to complete. The standard path shown above lists the courses of study (assessments) and the associated competency units by term. The Degree Plan will include greater detail about the courses of study, including the assessments and their associated standard learning resources.

Learning Resources

You will work with your mentor to select the various learning resources needed to prepare for the required assessments. In most cases, the learning materials you will use are independent learning resources such as textbooks, e-learning modules, study guides, simulations, virtual labs, and tutorials. WGU works with dozens of educational providers, including enterprises, publishers, training companies, and higher educational institutions to give you high quality and effective instruction that matches the competencies that you are developing. The cost of many learning resources is included in your tuition, and you can enroll directly in those through your Degree Plan as your mentor has scheduled them. Some resources (e.g., many textbooks) are not covered by your tuition, and you will need to cover those costs separately. WGU has excellent bookstore and library arrangements to help you obtain the needed learning resources.

Information for Applicants

As an applicant, you will be asked to demonstrate how your exemplary teaching or leadership experience has prepared you for the role of school principal; likewise, you will need to identify and secure the participation of a school site (K–12) upon entry into the program. In most cases this participating school site may be the school site in which you are employed as a teacher or other certified education professional. As an entering student, you will be expected to have three years of recent and successful classroom teaching experience or other successful leadership experience. You will also be required to possess an earned Master’s degree or a higher earned degree in education or an education field. Many states require that applicants for licensure as a school principal have between one and five years of prior teaching experience; you are strongly encouraged to verify such requirements, if they exist, prior to entry into the Postgraduate Endorsement in Educational Leadership program.

The program will require that you utilize a K–12 school both as a case-study site during the program and for completion of a six-month practicum experience at the end of the program. You will need to identify this case study site upon entry into the program and will need to work closely with this case study site through the duration of your enrollment in the Postgraduate Endorsement in Educational Leadership program. Likewise, you will interact with other students throughout the program.

External Content Exams

Prior to graduation, all students are required to take and pass the Praxis II 0411. In addition, Western Governors University requires that candidates pass the state-mandated content exam that aligns with their WGU program. This exam may or may not be the PRAXIS II. Specific

information regarding required content exams required for each program can be found in the WGU Student Handbook. It is the candidates' responsibility to register and pay for the required exams and submit their official passing score reports to WGU.

Areas of Study Within the Endorsement Preparation Program, Educational Leadership

The Endorsement Preparation Program in Educational Leadership degree program is a 37 competency unit program preparing certified and experienced teachers, and others with significant leadership experience for the position of School Principal. The program is designed to be completed in three 6-month terms, and culminates in an integrated Practicum and Capstone experience. The program is based on multiple philosophies, including that of the principal as the instructional team leader, the standards of the Interstate School Leaders Licensure Consortium, and the principles of the Baldrige National Quality Program's Education Criteria for Performance Excellence. The program is unique among online and face-to-face Educational Leadership programs nationwide in that candidates are prepared to meet the varied expectations of these platforms.

The following section includes the larger domains of knowledge, which are then followed by the subject-specific subdomains of knowledge, their associated assessments (including the four-character code that is used to identify the assessment), and the sample learning resources that have recently been used to help students gain the competencies needed to pass the assessments. Your specific learning resources and level of instructional support will vary based on the individual competencies you bring to the program and your confidence in developing the knowledge, skills, and abilities required in each area of the degree. Please note that the learning resources included in the following sections are *sample resources* that will vary based on your own Degree Plan and the resources current at the time you enroll in the program. The Degree Plan and learning resources are dynamic, so you need to review your Degree Plan and seek the advice of your mentor regarding the resources before you purchase them.

Educational Leadership Domain

Educational Leadership domain is comprised of seven predominantly performance task-based subdomains through which you will complete a thorough case study analysis of your school site as well as demonstrate your competencies as aligned to national standards. The domain culminates in a cumulative objective assessment.

Performance Excellence Criteria

This subdomain reviews the case study model and prepares you to complete a thorough review of the effectiveness of their case study site's operations, outcomes, and leadership.

Performance Excellence Criteria for Educational Leaders (LPT1)

Performance assessment

Sample Learning Resource:

Conyers, J., & Ewy, R. (2004). *Charting your course: Lessons learned during the journey toward performance excellence*. Milwaukee, Wisconsin: ASQ Quality Press. ISBN: 9780873896078. (\$36.00)

Hoy, W., & Miskel, C. (2004). *Educational administration: Theory, research, and practice (7th ed.)*. New York: McGraw Hill. ISBN: 9780073403748. (\$113.00)

The following resource is used in all subdomains in Educational Leadership:

A custom e-text by Pearson/Allyn & Bacon includes selected chapters from the following texts:

Brimley, V., & Garfield, R. (2008). *Financing education in a climate of change (10th ed.)*. Allyn & Bacon. ISBN-10: 020551179. ISBN-13: 378-0205511792. (e-text, cost of this resource is included in tuition and fees)

Dick, W., Carey, L., & Carey, J. (2009). *The systematic design of instruction (7th ed.)*. New York: Pearson. ISBN: 9780205585564. (e-text, cost of this resource is included in tuition and fees)

Gay, L., Mills, G., & Airasian, P. (2009). *Educational research: Competencies for analysis and applications (9th ed.)*. Upper Saddle River, NJ: Allyn & Bacon. ISBN: 9780132338776. (e-text, cost of this resource is included in tuition and fees)

Green, R. (2009). *Practicing the art of leadership: A problem-based approach to implementing the ISLLC standards (2nd ed.)*. Upper Saddle River, New Jersey: Prentice Hall. ISBN: 9780131599734. (e-text, cost of this resource is included in tuition and fees).

LaMorte, M. (2008). *School law: Cases and concepts (9th ed.)*. Boston: Allyn & Bacon. ISBN: 9780205509294. (e-text, cost of this resource is included in tuition and fees)

Seyfarth, J. (2008). *Human resource leadership for effective schools. (5th ed.)*. Boston: Allyn & Bacon. ISBN: 9780205499298. (e-text, cost of this resource is included in tuition and fees)

Governance, Finance, Law, and Leadership

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

Governance, Finance, Law, and Leadership for Principals (LGT1)

Performance assessment

Sample Learning Resources:

Conyers, J., & Ewy, R. (2004). *Charting your course: Lessons learned during the journey toward performance excellence*. Milwaukee, Wisconsin: ASQ Quality Press. ISBN: 9780873896078. (\$36.00)

Hoy, W., & Miskel, C. (2004). *Educational administration: Theory, research, and practice (7th ed.)*. New York: McGraw Hill. ISBN: 9780073403748. (\$113.00)

CourseSmart provides e-text versions of the following texts:

Glickman, C., Gordon, S. & Ross-Gordon, J. (2010). *SuperVision and instructional leadership: A developmental approach (8th ed.)*. Boston: Allyn & Bacon. ISBN: 9780205625031. (e-text, cost of this resource is included in tuition and fees)

Robbins, P., & Alvy, H. (2003). *The principal's companion: Strategies and hints to make the job easier (2nd ed.)*. Thousand Oaks, CA: Corwin Press. ISBN-13: 9780761945154. (e-text, cost of this resource is included in tuition and fees)

MyLabSchool Merrill TeacherPrep-Educational Leadership provided by Pearson CourseCompass is an online, interactive resource to help develop competency.

Educational Leadership provided by Teachscape. A collection of learning resources and other materials to help develop competency.

Process Management

This subdomain reviews best practices in process management for educational leaders, as well as an evaluation of your case study site's process management policies and practices.

Process Management for Educational Leaders (LNT1)

Performance assessment

Sample Learning Resources:

Conyers, J., & Ewy, R. (2004). *Charting your course: Lessons learned during the journey toward performance excellence*. Milwaukee, Wisconsin: ASQ Quality Press. ISBN: 9780873896078. (\$36.00)

Hoy, W., & Miskel, C. (2004). *Educational administration: Theory, research, and practice (7th ed.)*. New York: McGraw hill. ISBN: 9780073403748. (\$113.00)

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Student, Stakeholder, and Market Focus

This subdomain reviews principles and practices of meeting stakeholder needs and reviews your case study site's effectiveness in managing stakeholder relationships.

Student, Stakeholder, and Market Focus for Educational Leaders (LFT1)

Performance assessment

Sample Learning Resources:

Conyers, J., & Ewy, R. (2004). *Charting your course: Lessons learned during the journey toward performance excellence*. Milwaukee, Wisconsin: ASQ Quality Press. ISBN: 9780873896078. (\$36.00)

Hoy, W., & Miskel, C. (2004). *Educational administration: Theory, research, and practice (7th ed.)*. New York: McGraw hill. ISBN: 9780073403748. (\$113.00)

Lober, I. (1997). *Promoting your school: A public relations handbook*. Lancaster, PA: Technomic. ISBN: 9780877626879. (\$36.00)

Fullan, M. (1991). *The new meaning of educational change* (4th ed.). Teachers College Press. ISBN: 9780807740699. (\$28.00)

Wiggins, G., & McTighe, J. (2005). *Understanding by design*. (expanded 2nd ed.). Alexandria, VA: ASCD. ISBN: 9781416600350. (\$23.00)

CourseSmart provides e-text versions of the following texts:

Glickman, C., Gordon, S. & Ross-Gordon, J. (2010). *SuperVision and instructional leadership: A developmental approach* (8th ed.). Boston: Allyn & Bacon. ISBN: 9780205625031. (e-text, cost of this resource is included in tuition and fees)

Robbins, P., & Alvy, H. (2003). *The principal's companion: Strategies and hints to make the job easier* (2nd ed.). Thousand Oaks, CA: Corwin Press. ISBN-13: 9780761945154. (e-text, cost of this resource is included in tuition and fees)

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Measurement, Analysis, and Knowledge Management

This subdomain reviews principles and practices of program and curriculum effectiveness evaluation as well as best practices in technology for educational leaders. You also complete a program, practice, or curriculum effectiveness evaluation in your case study site as well as an evaluation of technology implementation.

Measurement, Analysis, and Knowledge Management for Educational Leaders (LMT1)

Performance assessment

Sample Learning Resources:

Conyers, J., & Ewy, R. (2004). *Charting your course: Lessons learned during the journey toward performance excellence*. Milwaukee, Wisconsin: ASQ Quality Press. ISBN: 9780873896078. (\$36.00)

Fullan, M. (1991). *The new meaning of educational change* (4th ed.). Teachers College Press. ISBN: 9780807740699. (\$28.00)

CourseSmart provides e-text versions of the following texts:

Glickman, C., Gordon, S. & Ross-Gordon, J. (2010). *SuperVision and instructional leadership: A developmental approach* (8th ed.). Boston: Allyn & Bacon. ISBN: 9780205625031. (e-text, cost of this resource is included in tuition and fees)

Robbins, P., & Alvy, H. (2003). *The principal's companion: Strategies and hints to make the job easier* (2nd ed.). Thousand Oaks, CA: Corwin Press. ISBN-13: 9780761945154. (e-text, cost of this resource is included in tuition and fees)

MyLabSchool Merrill TeacherPrep-Educational Leadership provided by Pearson CourseCompass is an online, interactive resource to help develop competency.

Educational Leadership provided by Teachscape. A collection of learning resources and other materials to help develop competency.

Workforce Focus

This subdomain reviews best practices in human resource administration for educational leaders, as well as an evaluation of your case study site's workforce management practices.

Workforce Focus for Educational Leaders (LWT1)

Performance assessment

Sample Learning Resources:

CourseSmart provides e-text versions of the following texts:

Glickman, C., Gordon, S. & Ross-Gordon, J. (2010). *SuperVision and instructional leadership: A developmental approach (8th ed.)*. Boston: Allyn & Bacon. ISBN: 9780205625031. (e-text, cost of this resource is included in tuition and fees)

Robbins, P., & Alvy, H. (2003). *The principal's companion: Strategies and hints to make the job easier (2nd ed.)*. Thousand Oaks, CA: Corwin Press. ISBN-13: 9780761945154. (e-text, cost of this resource is included in tuition and fees)

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Strategic Planning

This subdomain reviews principles and practices of the strategic planning process as well as a case study review of the strategic planning processes in your case study site.

Strategic Planning for Educational Leaders (LST1)

Performance assessment

Sample Learning Resources:

Conyers, J., & Ewy, R. (2004). *Charting your course: Lessons learned during the journey toward performance excellence*. Milwaukee, Wisconsin: ASQ Quality Press. ISBN: 9780873896078. (\$36.00)

Fullan, M. (1991). *The new meaning of educational change (4th ed.)*. Teachers College Press. ISBN: 9780807740699. (\$28.00)

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Robbins, P., & Alvy, H. (2003). *The principal's companion: Strategies and hints to make the job easier (2nd ed.)*. Thousand Oaks, CA: Corwin Press. ISBN-13: 9780761945154. (e-text, cost of this resource is included in tuition and fees)

MyLabSchool Merrill TeacherPrep-Educational Leadership provided by Pearson CourseCompass is an online, interactive resource to help develop competency.

Comprehensive Educational Leadership Integration

You will complete a comprehensive objective proctored assessment in Educational Leadership theory and practices, including administrative theory, school law, school finance, curriculum development and implementation, personnel management, public relations, and technology. You will be required to pass the Comprehensive Educational Leadership Integration objective assessment.

Comprehensive Educational Leadership Integration (LEC1)

Proctored, computer-based objective exam

Sample Learning Resources:

Conyers, J., & Ewy, R. (2004). *Charting your course: Lessons learned during the journey toward performance excellence*. Milwaukee, Wisconsin: ASQ Quality Press. ISBN: 9780873896078. (\$36.00)

Fullan, M. (1991). *The new meaning of educational change (4th ed.)*. Teachers College Press. ISBN: 9780807740699. (\$28.00)

Hoy, W., & Miskel, C. (2004). *Educational administration: Theory, research, and practice (7th ed.)*. New York: McGraw Hill. ISBN: 9780073403748. (\$113.00)

Lober, I. (1997). *Promoting your school: A public relations handbook*. Lancaster, PA: Technomic. ISBN: 9780877626879. (\$36.00)

Fullan, M. (1991). *The new meaning of educational change (4th ed.)*. Teachers College Press. ISBN: 9780807740699. (\$28.00)

Wiggins, G., & McTighe, J. (2005). *Understanding by design*. (expanded 2nd ed.). Alexandria, VA: ASCD. ISBN: 9781416600350. (\$23.00)

Educational Leadership Practicum Domain

The program culminates with a six-month practicum program during which you simultaneously complete an action research project by proposing school-wide improvement initiatives aligned with Baldrige quality standards while completing school administrative and leadership tasks under the direction and leadership of a practicing K–12 school principal at your case study school site. You will be able to demonstrate to prospective employers your ability to propose, lead, and manage school improvement initiatives for excellence based on quantitative and qualitative data analysis. Candidates begin the practicum upon the successful completion of all prior assessments in the program, including LEC1.

Educational Leadership Practicum (LRT1)

Includes a series of performance tasks to take place under the leadership of a practicing school principal or assistant principal in a practicum school site (K–12). This assessment also includes completion of assigned administrative duties to take place in both elementary (K–6) and secondary (7–12) settings under the leadership and supervision of the cooperating administrator in your case study school site. The number of hours required will vary by your state of intended licensure but will be between 150 and 450 and must be completed in a consecutive six month time frame. You will be required to pass the Practicum in Educational Leadership performance assessment

and successfully submit other documentation, including evaluations of your performance completed by the cooperating administrator and documentation of completion of state-required hours of assigned administrative duties. The Educational Leadership Practicum will require both a practicum fee and a wireless internet data plan to be used with a PDA device. During the Educational Leadership Practicum, you will also be expected to take and pass your state's licensure examination(s) required for certification as a school principal. If your state does not require a licensure examination or examinations, you will be required to take and pass the SLLA (School Leaders Licensure Assessment) or other assessment as acceptable to WGU.

Need More Information? WGU Student Services

WGU has a Student Services team dedicated exclusively to helping students achieve their academic goals. The Student Services Office is available during extended hours to assist students with general questions and administrative or accessibility issues. Student Services team members help students resolve issues, listen to student issues and concerns, and make recommendations for improving policy and practice based on student feedback. The Student Services team provides a formal means by which students can express their views, and those views in turn inform the decisions we make.

Student Services team members also assist students with unresolved concerns to find equitable resolutions. Prior to contacting the Student Services Office with a complaint, a student should always work first with his or her mentor. Mentors have the expertise to guide students toward goals and direct them to the resources they need to be successful. If, however, a student has an issue or problem that cannot be resolved by the mentor, the student is invited to contact the Student Services Office. To contact the Student Services team, please feel free to call **(866) 903-0110** or email studentservices@wgu.edu. We are available **Monday through Friday, 6 AM to 12 AM and Saturday and Sunday, 10 AM to 7 PM, MT.**

If you have inquiries or concerns that require technical support, please contact the WGU IT Service Desk. The IT Service Desk is available **Monday through Friday, 6 AM to 12 AM and Saturday and Sunday, 10 AM to 7 PM, MT.** To contact the IT Service Desk, please call 1-877-HELP-WGU (877-435-7948) and select option 2 or email servicedesk@wgu.edu.

For the most current information regarding WGU support services, please visit the "Help" tab on the Student Portal. To access the Student Portal, please visit: <http://my.wgu.edu>.