This course supports the assessment for Measurement, Analysis, and Knowledge Management for Educational Leaders. The course covers 6 competencies and represents 4 competency units.

**Introduction**

**Overview**
This course 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.

**Getting Started**
Knowing and understanding data is critical for principals. In this course, you will have many opportunities to develop and enhance your capacity in data collection and analysis. Further, there is more to measuring the effectiveness of an organization than its standardized test scores. This course provides various exercises for you to develop a wide range of skills in measuring the effectiveness of organizations.

In earlier courses, you learned about leadership styles and how they apply to different situations. In this course, that knowledge can be applied by learning how different leadership styles affect outcomes. One measure of a successful principal is student achievement, and using measurements is an integral part of this performance criteria.

Understanding the role data plays in decision making will give you more confidence in designing and implementing action plans from an informed point of view. Stakeholder groups can differ on methods to reach success, but they must understand the data to design the best method. In addition, this course will also be relevant to the methodology section of your capstone, as you will select the instruments to measure the effect of your intervention.

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

- **Competency 610.5.1: Performance Evaluation**
  The graduate describes how a PK-12 school measures, analyzes, aligns, reviews, and improves student and operational performance through the use of data and information at all levels.

- **Competency 610.5.2: Review of Performance**
  The graduate assesses how a PK-12 school systematically uses the results of reviews to evaluate and improve processes.

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

- **Competency 610.5.4: Effectiveness Evaluation**
  The graduate executes a "Plan, Do, Study, Act" model of effectiveness evaluation.

- **Competency 610.5.5: Data Quality and Availability**
The graduate evaluates how a PK-12 school organization ensures the quality and availability of needed data, information, software, and hardware for all stakeholders.

- **Competency 610.5.6: Knowledge Asset Management**
  The graduate examines how a PK-12 school organization manages its knowledge assets.

### Teaching Dispositions Statement
Please review the [Statement of Teaching Dispositions.](#)

### Course Instructor Assistance
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!

### 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. WGU has provided automatic access through the course. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

#### Automatically Enrolled Learning Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

#### VitalSource E-Texts

The following textbooks are available to you as e-texts within this course. 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.

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 resources for this course.

Baldridge Publications


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
The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule.

Week 1:

- Preparing for Success
- Performance Evaluation Processes
- Task 610.5.1-01-06 in Taskstream

Week 2

- Review of Performance
- Complete Task 610.5.2-01-05 in Taskstream

Week 3

- Evaluation Planning
- Complete Task 610.5.3-04 in Taskstream

Week 4

- Defining the Structure of the Plan

Week 5

- PDSA Evaluations
  - Complete Task 610.5.4-01-03, 5.5-08 in Taskstream

Week 6

- Analyzing the Plan and Thinking about the Next Level

Week 7

- Suggested Changes to the Plan

Week 8

- Technology Management, Planning and Application
  - Complete Task 610.5.5-01-03, 5.6-01-05 in Taskstream

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.

Performance Evaluation Processes

The purpose of this section is to prepare you to conduct an evaluation of the effectiveness of educational programs or initiatives in your case study school setting.

Performance Evaluation Processes

School administrators are often called upon to evaluate the effectiveness of educational programs or initiatives within their school settings. Quality evaluations of such a nature are essential in ensuring that programs meet the needs of stakeholders.

Look at the organizational systems that are important to you as a teacher.

- How do you measure their effectiveness?
- Would you collect different data as a principal?

Reading and Application: Performance Evaluation Processes
Read the following chapter in *The Principal: Creative Leadership for Excellence in Schools*:

- Chapter 3 ("Decision Processing and Decision Making at the School Site")

**Optional Reading**

Read the following chapter in *Charting Your Course*:

- Chapter 7 ("Feedback: Reading the Tides and Currents")

In your study notebook, reflect on how the processes discussed in your reading are applied in your case study school setting as well as how such processes can be improved upon.

**Discussion: Performance Evaluation Processes**

Discuss with your mentor any questions you have regarding the case study approach, the reading, and how to approach administrators in your case study setting. When interviewing your administrator, listen carefully to determine if the administrator has considered factors in evaluating organizational effectiveness. Incorporate your solutions in your performance task submission.

**Complete: Task 610.5.1-01-06 Performance Task**

Review the instructions for this performance task. This task will require you to interview school administrators in your case study school. Plan ahead for this interview to take place.

Complete the following task in Taskstream:

- Ms, An, & Kn Mg for Ed Ld: Task 610.5.1-01-06

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

**Review of Performance**

The purpose of this section is to discover the techniques administrators use to review the performance of educational programs and initiatives in the search for ways to improve upon them as identified and necessary.

**Review of Performance**

As part of the performance evaluation process, school leaders typically review the current performance status of educational programs and initiatives in order to effectively identify potential areas of improvement.

Understanding the process is a great asset to a new principal. As a new principal, you may clearly see that your school is at point A and needs to be at point B. However, the process you choose to achieve this movement will play a great role in your journey.

Consider processes that work best for you as a teacher and ask yourself if you can apply those when you are in the principal's chair.

**Reading and Application: Review of Performance**
Read the following chapters in *The Principal: Creative Leadership for Excellence in Schools*:

- Chapter 1 ("The Principal: A Creative Blend of Substance and Style")
- Chapter 5 ("Creating a Positive Learning Climate")

**Optional Reading**
Read the following chapters in *Charting Your Course*:

- Chapter 4 ("Precision Alignment: Aligning Your Goals to Achieve the Results You Want")
- Chapter 5 ("Aids to Precision Navigation: Your Balanced Scoreboard")

In your notebook, reflect on how these processes are applied in your case study school setting as well as how such processes can be improved upon.

**Complete: Task 610.5.2-01-05 Performance Task**

Review the instructions for this performance task. This task will require you to interview school administrators in your case study school. Plan ahead for this interview to take place.

Complete the following task in Taskstream:

- Ms, An, & Kn Mg for Ed Ld: Task 610.5.2-01-05

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

**Evaluation Planning**

The purpose of this section is to identify methods that educational administrators can use to plan for conducting an educational effectiveness and outcomes evaluation.

**Evaluation Planning**

When seeking to identify results of a program or initiative through an effectiveness evaluation, thorough planning is necessary in order to ensure that the desired results of the evaluation are identified.

**Reading and Application: Evaluation Planning**

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

- Chapter 15 ("Research and Evaluation Skills")

Read the following in *Educational Research*:

- Chapter 17 ("Case Study Research")

As you read these materials, begin considering a need for effectiveness evaluation, either in process or curriculum, in your case study school site.

**Reading Analysis: Evaluation Planning**
Define the key concepts and ideas of the following chapters, which you read in the previous activity:

- **SuperVision**: Chapter 15 ("Research and Evaluation Skills")
- **Educational Research**: Chapter 17 ("Case Study Research")

Reflect on how these principles are applied in practice in your educational setting for conducting evaluations of educational program effectiveness. Continue to consider a program or initiative in your case study school setting that you wish to evaluate.

Review your prior performance tasks and the Baldrige Education Criteria for Performance Excellence to assist you in this identification.

**Preparing a Program Evaluation**

Watch the following video presentation related to preparing a program evaluation:

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

**Defining the Structure of the Plan**

The purpose of this section is to extend the critical importance of evaluation planning in identifying methods that educational administrators can use to plan for conducting an educational effectiveness and outcomes evaluation.

**Defining the Structure of the Plan**

When seeking to identify results of a program or initiative through an effectiveness evaluation, thorough planning is necessary in order to ensure that the desired results of the evaluation are identified.

Teachers frequently participate in committees to select new programs, yet they may not always have the opportunity to participate in program evaluation beyond assessing the effect on their own students. This task is the first step in your role as a principal to conduct a system-wide evaluation. What things do you think are important for a principal when evaluating a program? Ask your colleagues as well to determine what is important to them.

**Reading and Application: Defining the Structure of the Plan**

Review the following chapters:

- **SuperVision**: Chapter 15 ("Research and Evaluation Skills")
- **Educational Research**: Chapter 17 ("Case Study Research")

Begin to consider how professional staff (i.e., teachers) in your case study school site might be involved with any form of effectiveness evaluation that you lead.
Activity: Defining the Structure of the Plan

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

In your study notebook, write a brief description in which you develop the main body of your evaluation plan by doing the following:

- Summarize the instructional setting for the product or program you are evaluating.
- Include the following required information from your evaluation questions performance task (Task 610.5.3-04):
  - Description of the product or program you are evaluating
  - Type of evaluation you are performing
  - Purpose of the evaluation
  - Evaluation questions
- Describe the stakeholders who will need to approve your evaluation plan.
- Describe at least three methods of data collection for your evaluation.
- Identify the data source for each method of data collection from part C4.
- Describe one data-collection instrument you will use for each method of data collection.

Complete: Task 610.5.3-04 Performance Task

Complete the following task in Taskstream:

- Ms, An, & Kn Mg for Ed Ld: Task 610.5.3-04

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

PDSA (Plan, Do, Study, Act) Effectiveness Evaluations Part 1 of 3

The purpose of this section is to plan for an effectiveness evaluation using PDSA (Plan, Do, Study, Act) evaluation and implementation techniques.

PDSA Evaluations

Quality evaluations of program or curriculum effectiveness, and the eventual implementation of recommendations, follow a PDSA model.

When doing a case study, you need to have the appropriate measuring instruments to describe the data. Think carefully about your analysis. Ask yourself what you need to know. The answer will guide you in identifying the instruments.

As a teacher, you frequently analyze the results of your students in planning ahead. Can you use the same approach in analyzing school-wide results? Further, as a principal, you need to present your findings in a clear manner that all members of the community can understand.

Reading and Application: PDSA Evaluations

Read the following chapter in The Principal: Creative Leadership for Excellence in Schools:
Optional Reading

Read the following chapter in *Charting Your Course*:

- Chapter 6 ("Nautical Charts: Your Guide to Preserving the Best and Improving the Rest")

In your study notebook, reflect on how these processes are applied in your case study school setting as well as how such processes can be improved upon.

Read the following chapters in *Educational Research*:

- Chapter 7 ("Survey Research")
- Chapter 8 ("Correlational Research")
- Chapter 9 ("Casual-Comparative Research")

Identify how the evaluation procedures outlined in these chapters can be applied in your case study school setting to conduct an effectiveness evaluation.

Compare this material with the following chapter of *SuperVision* to solidify your understanding of how this process will be applied in your case study school setting:

- Chapter 21 ("Facilitating Change")

Discuss the following question with your mentor:

- Do you see such changes in evaluation practice applied in your case study school setting?

**Completing a Program Evaluation**

Watch the following video presentation related to completing a program evaluation:

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

**Complete: Task 610.5.4-01-03, 5.5-08 Performance Task**

Complete the following task in Taskstream:

- Ms, An, & Kn Mg for Ed Ld: Task 610.5.4-01-03, 5.5-08

For details about this performance assessment, see the "Assessment" tab in this course.
PDSA (Plan, Do, Study, Act) Effectiveness Evaluations Part 2 of 3

The purpose of this section is to plan for an effectiveness evaluation using PDSA evaluation and implementation techniques.

Analyzing the Plan and Thinking About the Next Level

This topic asks you to identify the strengths and weaknesses of the programs you are evaluating.

As a principal, you can never be satisfied with any level of success. Just as great athletes and fantastic musicians are always looking for ways to get better, terrific principals continually seek to improve their schools. Get excited about identifying weaknesses, because weaknesses are opportunities for growth.

Reading and Application: Analyzing the Plan and Thinking About the Next Level

Review the following chapter in The Principal: Creative Leadership for Excellence in Schools:

- Chapter 7 ("Promoting Student Achievement")

Optional Review

Review the following chapter in Charting Your Course

- Chapter 6 ("Nautical Charts: Your Guide to Preserving the Best and Improving the Rest")

In your notebook, reflect on how these processes are applied in your case study school setting as well as how such processes can be improved upon.

Review the following chapters in Educational Research:

- Chapter 7 ("Survey Research")
- Chapter 8 ("Correlational Research")
- Chapter 9 ("Casual-Comparative Research")

Identify how the evaluation procedures outlined in these chapters can be applied in your case study school setting to conduct an effectiveness evaluation.

Discuss the following question with your mentor:

- Do you see such changes in evaluation practice applied in your case study school setting?
Activity: Analyzing the Plan and Thinking About the Next Level

In your study notebook, interpret the evaluation results in terms of the product or program being evaluated and do the following:

- Discuss at least two strengths of the product or program.
- Discuss at least two weaknesses of the product or program.
- Suggest revisions to the product or program to correct the weaknesses you identified.
- Discuss how the data and results from your evaluation could inform a leadership decision.

**PDSA (Plan, Do, Study, Act) Effectiveness Evaluations Part 3 of 3**

The purpose of this section is to plan for an effectiveness evaluation using PDSA evaluation and implementation techniques.

**Suggested Changes to the Plan**

In this topic, you have an opportunity to reflect on the process and the analysis, and to make recommendations for the future. Many times when situations are revisited, there is an opportunity to improve on the process. Think about how you could make this process better, regardless of its level of effectiveness.

**Reading and Application: Suggested Changes to the Plan**

Once more, review the following chapters in *Educational Research*:

- Chapter 7 ("Survey Research")
- Chapter 8 ("Correlational Research")
- Chapter 9 ("Casual-Comparative Research")

Identify how the evaluation procedures outlined in these chapters can be applied in your case study school setting to conduct an effectiveness evaluation, with a focus on the evaluation of results and presentation of the results to the broader educational community.

**Discussion: Suggested Changes to the Plan**

Identify changes you would make to your evaluation plan if you were to have another opportunity to execute your plan. Include a justification for your changes.

**Technology Management and Leadership Part 1 of 3**

The purpose of this section is to examine the role that school administrators play in leading a school organization's technology management needs, including the development of a long-range technology plan.

**Technology Management**

School administrators hold responsibility for the management of technology assets and data needs within their school buildings, and they often take part in long-range technology planning needs.
Technology plays an integral role in your data, and you must be certain that the data is accurate, safeguarded, secure, and available to those who need it, when they need it. When making your recommendations, think of times you wish you had technologies to accomplish a task dealing with data, and consider a cost-effective approach to implementing it.

**Teacher Prep Module 8**

Complete the following module:

**Module 8: Technology Applications for School Leaders**

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

- Examine aspects of technology use in both information management at the district level and in technology applications for the management of school programs.
- Know the terminology related to data tools and their applications.
- Determine the potential benefits, limitations, and pitfalls related to technology.
- Explore the growing use of online learning, such as virtual schools.
- Address the policies needed to promote appropriate use of technology applications by students.

Article 1: [Data Tools for School Improvement](#)
Article 2: [K–8 Virtual Schools: A Glimpse into the Future](#)
Article 3: [Foiling Cyberbullies in the New Wild West](#)

Discuss the application questions with your mentor.

How are such applications utilized in your case study school setting?

**Complete: Task 610.5.5-01-03, 5.6-01-05 Performance Task**

Review the instructions for this performance task. This task will require you to interview school administrators in your case study school. Plan ahead for this interview to take place.

Complete the following task in Taskstream:

- Ms, An, & Kn Mg for Ed Ld: Task 610.5.5-01-03, 5.6-01-05

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

**Technology Management and Leadership Part 2 of 3**

The purpose of this section is to examine the role that school administrators play in leading a school organization's technology management needs, including the development of a long-range technology plan.

**Technology Planning**

School administrators hold responsibility for the management of technology assets and data needs within their school buildings, and often take part in long-range technology planning.
needs. Consider asking your administrators how they use technologies; compare their answers
with how you would use the technologies as a new principal.

**Reading and Application: Technology Planning**

Read the following chapter in *The Principal's Companion: Strategies and Hints to Make the Job
Easier*:

- **Chapter 13** ("What Principals Need to Know About Technology by D. D. Dawson")

In your study notebook, respond to the following questions:

- How does what you have read apply in your case study school setting?
- Are there areas for improvement?
- What might a long-range technology plan look like in your case study school setting?

**Technology Management and Leadership Part 3 of 3**

The purpose of this section is to examine the role that school administrators play in leading a
school organization's technology management needs, including the development of a
long-range technology plan.

**Applications of Technology**

In this topic, examine how technologies are used. As a new principal, how would you want the
teachers to use technologies? Ask yourself how you use them and compare that with how other
staff members use technologies. What has to occur to bring everyone to the level where the
available technologies are maximized as a resource?

**Activity: Applications of Technology**

In your study notebook, develop a long-range technology plan in which you do the following:

- Describe the current status of technology implementation in an educational setting within
  your school by doing the following:
  - identifying how many working computers are on site
  - identifying the number of computers with Internet access
  - identifying the number of computers with Internet access available to students
  - calculating the percentage of students with Internet access at school
- Describe **two** teacher responsibilities performed with technology.
- Describe **two** administrator responsibilities performed with technology.
- Describe **three** examples of teachers integrating technology into their instruction.
- Describe **one** example of professional development teachers have received in
technology during the last year.
- Develop a 12-month plan of action to improve outcomes in **three** ways teachers use
technologies. For each of these:
  - Identify your chosen area.
  - Identify specific improvements that you seek.
  - Identify resources necessary for implementation of your plan.
  - Discuss how you will assess school stakeholders' expectations in the
development of your plan (i.e., what do students, teachers, and parents expect in regards to technology access in the school?).

○ Predict two specific educational outcomes that will result from the successful implementation of your plan.

*Note: “Technology” is to mean technology incorporating the use of desktop or laptop Windows or Mac computers.*

**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.