This course supports the assessments for Performance Excellence Criteria for Educational Leaders. The course covers 5 competencies and represents 4 competency units.

Introduction

Overview

Performance Excellence Criteria for Educational Leaders reviews the case study model and prepares you to complete a thorough review of the effectiveness of your case study site’s operations, outcomes, and leadership.

This course is an introductory course in the master's degree program in the Department of Educational Leadership. The purpose of this course is to place you in the principal's chair and to help you gain an overview of your school as a new principal. This course will also introduce you to the Baldrige Performance Excellence Criteria in schools.

Many administrators serve their first principalship in a school new to them. Learning about and assessing the facilities, culture, educational services, technologies, etc., in a new institution compounds the development of the challenges inherent in a first-time principalship.

In this course, you will have the pleasure and the challenge of seeing your institution and organization through lenses you might not have used in the past as you thoroughly analyze the culture of your school and make scholarly recommendations relevant to its enhancement.

In addition, you will analyze your institution’s governance structure, which is the backbone of its operations and practices. Recognizing such governance will assist you in establishing new policies and procedures when you become a principal.

Getting Started

Welcome to Performance Excellence Criteria for Educational Leaders! In this course, you will work through a series of course modules and engage in several VitalSource E-Texts and a couple of industry-standard websites to prepare you for the Performance Assessment. This performance assessment covers five competencies and is composed of six tasks. It will evaluate your ability to complete a case study of your school site. It is recommended that you complete the course modules in the order listed in the pacing guide which is located within the Preparing for Success section. Course instructors are ready to help if you are having trouble with the course material – be sure to reach out if you need assistance. We hope that this course experience prepares you for your future endeavors!

Watch the following welcome video for an introduction to this course:

Note: To download this video, right-click the following link and choose “Save as...”: download video.
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 for you to use as you complete this course.

Learning Resources
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Automatically Enrolled Resources

You 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 free of charge, 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
You will use the following learning resources for this course of study.

- **Education Criteria for Performance Excellence**
  The Education Criteria for Performance Excellence is published by the Baldridge Performance Excellence Program and can be accessed through their website.

- **The American Association of School Administrators (2014) Code of Ethics**
  AASA's Statement of Ethics for Educational Leaders. Alexandria, VA

**Pacing Guide**

The pacing guide suggests a weekly structure to pace your completion of learning activities.

**Week 1**

- Environmental Scanning, Part I
  - Complete LPT1 task 610.1.1-01,05 in Taskstream

**Week 2**

- Environmental Scanning, Part II
- Environmental Scanning and Legal Regulations School
- Environments (External)

**Week 3**

- Influences and Challenges on Modern School Organizations
  - Complete LPT1 task 610.1.2-03 in Taskstream

**Week 4**

- Influences and Challenges: School Culture and Organizational Influences
  - Complete LPT1 task 610.1.2-04-05 in Taskstream

**Week 5**

- Influences and Challenges: Vision and Mission
- Stakeholder Roles: Parents and Guardians as Stakeholders
  - Complete LPT1 task 610.1.3-01-05 in Taskstream

**Week 6**

- Student Learning Results and Outcomes: What is a Successful School?
  - Complete LPT1 task 610.1.4-01-05 in Taskstream
Week 7

- Governance and Leadership Results and Outcomes: What are effectiveness and Quality in Schools?
- Complete LPT1 task 610.1.5-01-05 in Taskstream

Week 8

- Final Steps

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 successfully demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you’re studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don’t work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

Competencies and Objectives

This course provides guidance to help you demonstrate the following 5 competencies:

- **Competency 610.1.1: Environmental Scan**

  The graduate performs an environmental scan of an educational organization's operations and structure.

Learning Objectives:

- Identify types of delivery mechanisms used to provide programs, offerings, or services in an educational institution.
- Describe a given educational institution's organizational structure.
- Describe a given educational institution's governance system.
- Analyze reporting relationships between a given educational institution's governance board and other district leadership.
- Evaluate a given educational institution's major facilities, technologies, or equipment.
- Evaluate the regulatory environment under which a given educational institution operates.
• Describe a profile of a given educational organization's workforce.

• **Competency 610.1.2: Influences and Challenges**

The graduate investigates the influences and challenges faced in a PK-12 institution.

Learning Objectives:

• Evaluate the degree of internal influence (influence of teachers, students, central office administration) on the operation of a given educational institution.
• Evaluate a given educational institution's response to specified influences.
• Evaluate measures taken by educators in a given educational institution to resolve specified challenges.
• Evaluate the culture of a given educational institution.
• Analyze how an educational institution's culture affects its operations.
• Analyze a given educational organization's stated mission.
• Evaluate the implicit values of a given educational organization.

• **Competency 610.1.3: Stakeholder Roles**

The graduate describes the roles of stakeholders of a PK-12 educational institution and their effect on the organization's operations.

Learning Objectives:

• Identify a given educational organization's key student segments.
• Identify a given educational organization's stakeholder groups.
• Analyze the key requirements expected of stakeholder groups in an educational organization.
• Compare and contrast key requirements of stakeholder groups in a given educational organization.
• Evaluate the methods by which a given educational institution meets the needs of specified stakeholder groups.

• **Competency 610.1.4: Student Learning Results and Outcomes**

The graduate analyzes a PK-12 educational institution's key student learning results and outcomes.

Learning Objectives:

• Identify benchmarks of academic performance in a given educational institution.
• Analyze academic performance trends in a given educational institution.
• Describe actions taken by leadership in a given educational institution to improve academic performance.
• Analyze the performance of curricular offerings in a given educational institution.
- Evaluate academic performance goals established by a given educational institution.

- **Competency 610.1.5: Governance and Leadership Results and Outcomes**

The graduate evaluates a PK-12 educational institution's key governance and leadership results and outcomes.

**Learning Objectives:**

- Evaluate school improvement initiatives in a given educational institution.
- Evaluate measures taken in a given educational institution to maintain accreditation status.
- Evaluate measures taken in a given educational institution to maintain state regulatory compliance.
- Evaluate measures taken in a given educational institution to maintain compliance with federal regulations and court decisions.
- Evaluate measures taken in a given educational institution to maintain fiscal compliance.

**Acquire an Overview of Your School's and District's Organizational Structure and Operations**

In this section, you will speak with your principal or another administrator and acquire an overview of the roles and responsibilities of personnel within the organizational structure as well as the respective operations and practices that occur at each level in the structure.

**Introduction to Environmental Scanning**

When embarking on a case study or a performance excellence analysis of an organization, it is essential to perform an environmental scan.

**Environmental Scanning-Reading Assignment**

Read the following from *The Principal: Creative Leadership for Excellence in Schools (7th ed.)*:

- Chapter 1 ("The Principal: A Creative Blend of Substance and Style")
- Chapter 4 ("School Improvement through Systemic Planning")

Also read the following article:

- **Environmental Scanning**

As you read, ensure you develop a full understanding of environmental scanning and why it is an essential step in seeking school improvement.

**Discussion with Mentor: Environmental Scanning**

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

**Examining Delivery Mechanism, Facilities, and Equipment**
As a new principal, you must assess the capacity of delivery mechanisms, facilities, and equipment before you make recommendations for enhancements. Your work might involve maximizing available space to meet enrollment needs, relationships between different parts of delivery mechanisms, or the usage of equipment. The delivery of some mechanisms (e.g., technologies and communications) is related; enhancing one may improve the other.

Consider asking your administrator how he or she determines appropriate usage of computers and when to upgrade. You may also ask how technologies could enhance any current delivery systems.

**Environmental Scanning, Part I**

It is helpful to know where an organization currently stands before recommending areas of improvement.

**Delivery Mechanisms**

View the following video:

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

As you view the video, ensure you develop a full understanding of delivery mechanisms and why they are essential to the efficient operations of an organization.

**Performance Assessment**

**First Interview with an Administrator**

Complete the following task in TaskStream:

- LPT1 Per. Ex. Cr. for Ed. Ldr: Task 610.1.1-01, 05

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

In this task, you will interview an administrator in your educational organization. This administrator may be at the building or district level. Discuss with the administrator the mechanisms that deliver programs, offerings, and services for students in the educational institution. Discuss also the facilities utilized by the educational institution.

**Analyzing Your Organization's Structure and Governance**

Your organization has a governance structure just as a township, city, state, and country. In this section, you will learn about that governance, which plays an integral role in your organization's culture.

**Environmental Scanning, Part II**

Knowing the different components of the system is essential; understanding how they fit together is also important for effective leadership.

**Environmental Scanning, Part II: Reading**
Read the following from *Educational Administration: Theory, Research, and Practice (8th ed)* to gain an understanding of the nature of schools as organizations:

- **Chapter 1 ("The School as a Social System")**

Define the key concepts and ideas for your future reference. Complete the case study and review it with your course instructor.

**School Laws and Regulations**

School district organizations operate under a myriad of regulations. These regulations impact day-to-day management, leadership, and operation of the organization at all levels. In this section, you will study how particular regulations affect your organization and have an opportunity to make recommendations for amending such.

**Environmental Scanning and Legal Regulations**

When you become a principal, your enforcement and knowledge of policies is essential for the effective operation on your school. This section is an excellent segue from the previous one on governance. Now that you have studied policies (which are your organization's laws), you can gain a higher level perspective of laws and the cases that are relevant to such.

**Legal Regulation-Reading Assignment**

Read the following from *School Law: Cases and Concepts (9th ed.)* in the custom e-text to gain an understanding of the legal and regulatory environment under which schools operate:

- **Chapter 2 ("Schools and the State")**

Note for future reference the major cases, decisions, and regulations as cited in the text.

Ask your administrator how, if at all, he or she would amend the regulations you cited in this exercise. Also, ask what laws ought to be created. Review your organization's policy manual. Look for correspondence between regulations you cited and policies in your organization's policy manual.

Complete the [Legal Regulation Assignment](#) in your Notebook.

**Influences and Challenges Within Your Organization**

School district organizations and institutions are subject to the influence of varied internal and external stakeholder groups, including internal groups such as teachers, students, administrators, and staff. The influence of these internal groups on the operation of the organization and schools varies among districts, but it certainly has an impact on organizational operations.

**School Environments (External)**

You should pay particular attention to the influences of various stakeholder groups and discuss
with your administrator why particular groups or individuals have the influence they do. Is there any undue influence? If so, is there anything that could be done to correct it? When you become a principal, many people will want and deserve access to you. You must take great care to understand the perspectives of various stakeholder groups and to make decisions you feel are best, regardless of the individual(s) or group that advocates for a particular outcome.

**External Environments: Reading**

Read the following from *Educational Administration: Theory, Research, and Practice (8th ed.)* to gain an understanding of the influences on school organizations:

- **Chapter 7 ("External Environments of Schools")**

Define the key concepts and ideas for your future reference. Complete the case study and discuss it with your mentor.

Complete the **External Environments Assignment** in your study notebook.

Your study notebook will contribute to your body of academic work and should be retained for personal reflection. This notebook assignment will not be submitted for evaluation. You will need to consult with your supervising administrator in order to complete this task.

**Resolution of Challenges**

The principal's role is laden with challenges, yet every challenge provides an opportunity for growth. Challenges come in many forms: academics, personnel, and finance, just to name a few. How you address these challenges as a principal will play a pivotal role in your school's future.

Ask your administrator what he or she believes to be the greatest challenge ahead. Also, consider asking which challenge, if any, is unjust.

**Influences and Challenges on Modern School Organizations**

It is important for you to recognize how your administrator addresses challenges and compare it to your approach.

Each challenge presents an opportunity for action. When you are a principal, your recognition and the process you lead toward addressing challenges will figure prominently in how your staff reacts to the challenge.

**Influences and Challenges-Reading Assignment**

Read the following from *Human Resource Leadership for Effective Schools (5th ed.):*

- **Chapter 13 ("Managing Conflict in Schools")**

**Performance Assessment**

**Second Interview with an Administrator**

Complete the following task in TaskStream:
School organizations have unique organizational characteristics comprising the organizational culture. This culture often defines expected norms, values, and behaviors central to the organization. The influence of this culture on the operation of the organization varies among districts, but it certainly has an impact.

School Culture and Organizational Influences
The culture of the school determines its actions. When you become a principal, you must understand the culture of the school - its formal and informal beliefs, as well as its processes - before you can make meaningful change.

School Culture-Reading Assignment
Read the following from *Educational Administration: Theory, Research, and Practice (8th ed.)*:

- Chapter 5 ("Culture and Climate of Schools")

Define the key concepts and ideas for your future reference. Complete the case study and discuss with your mentor.

Read the following from *The Principal's Companion: Strategies for Making the Job Easier (3rd ed.)*:

- Chapter 3 ("Leader as Shaper of School Culture")

Discuss with the administrator the culture of the school organization. Ask your administrator what he or she believes has the greatest influence in the culture of the school. Also, ask if there has been any shift in culture over time, and if so, what caused it.

Read the following from *School Leadership That Works: From Research to Results*:

- Chapter 1 ("In Search of School Leadership")

Consider the role of leadership in school culture. Reflect on Marzano’s introduction to his research and the relationship between effective principal leadership and effects on student achievement. Place your reflections in your study notebook for your use and reference.

**Performance Assessment**
Third Interview with an Administrator
Complete the following task in TaskStream:
For details about this performance assessment, see the "Assessment" tab in this course.

You will need to consult with your supervising administrator in order to complete this performance task.

**Organizational Mission and Values**

A school district organization, as most organizations, develops a formally stated or informally followed mission, a reason for its existence. The mission, in many cases, reflects the values and beliefs the organization espouses and practices. The mission and values of a school organization undoubtedly have an impact on operations at both the district and school levels.

**Vision and Mission**

As a new principal, your actions must always be coupled in some way to the mission of the school. The importance of the mission is the organization's reason for existence.

**Vision and Mission-Reading Assignment**

Read the following from *The Principal's Companion: Strategies for Making the Job Easier* (3rd ed.):

- Chapter 8 ("Building a Vision and Mission Together")

Look around your school and identify places the mission statement is written. What percentage of the staff, parents, and students know the mission statement? Consider asking your administrator if he or she thinks the school culture is synchronized with this mission?

Complete the **Vision and Mission Assignment** in your study notebook.

This assignment will allow you to further develop your knowledge of the importance of the mission of the organization. Reflect on your responses in your study notebook. You will need to consult with your supervising administrator in order to complete this task.

**Stakeholder Roles**

School organizations have multiple stakeholder groups that have a vested interest in the success or failure of the organization. These organizations also have student segment groups differentiated according to varied characteristics. Understanding the nature of its stakeholder and student segment groups helps a school organization to improve the way it is perceived by these various groups.

**Parents and Guardians as Stakeholders**

Parents and guardians are their children's best advocates for maximizing the passions that will enhance your initiatives.

**Stakeholder Groups**

View the following video related to Stakeholders and Student Segment Groups:
Note: To download this video, right-click the following link and choose "Save as...": download video.

Read the following from *The Principal's Companion: Strategies for Making the Job Easier (3rd ed.)*:

- **Chapter 17 ("Working with Parents and Partnering with the Greater Community")**

Parents are their children's greatest advocates. A true challenge of a principal is to energize parents as contributing factors in your initiatives. Using the parent groups and community at large as resources will give your initiatives a higher probability of success. As you read this section, consider the role that parents and guardians play in your school community.

**Performance Assessment**

**Fourth Interview with an Administrator**

Complete the following task in TaskStream:

- LPT1 Per. Ex. Cr. for Ed. Ldr: Task 610.1.3-01-05

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

Consider asking your administrator how he or she would define a successful school. Listen carefully to determine what role hard data play in the answer.

You will need to consult with your supervising administrator in order to complete this task.

**Student Learning Results and Outcomes**

Studying performance results is essential for principals. The knowledge you gain from these studies will guide your future actions. It will tell you what you are doing well, and where there are opportunities for growth. In addition, principals must know what results mean, which ones are important, and how to build on them.

**What is a Successful School?**

Success comes in different formats. However, as a principal, you must pay particular attention to hard data, standardized test results, regardless of your personal views of them. As a new principal, work to identify areas of student success and, more specifically, student growth, as you will need to continue moving students in a positive direction.

**Performance Excellence-Reading Assignment**

Read the following article:

- Benchmark of Academic Performance by Marin and Leinbach (2014)

Consider how your case study school defines excellence and how this meshes with what you have reviewed here.
Performance Assessment
Fifth Interview with an Administrator
Complete the following task in TaskStream:

- LPT1 Per. Ex. Cr. for Ed. Ldr: Task 610.1.4-01-05

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

Consider asking your administrator how he or she would define a successful school. Listen carefully to determine what role hard data play in the answer.

Governance and Leadership Results and Outcomes

School organization accountability to stakeholders and outcomes takes varied forms and includes a review of performance measures, compliance with legal and fiscal guidelines, and compliance with regional and national accreditation. Such measures work to ensure that the organization operates in a prudent, responsible, and ethical manner. Your enforcement of regulations and compliance issues are essential to the effectiveness of your school.

What are Effectiveness and Quality in Schools?
How are effectiveness and quality defined—through numbers or surveys? This section will give you experience in learning how leaders interpret results and outcomes.

Effectiveness and Quality in Schools—Reading Assignment

Read the following from *Educational Administration: Theory, Research, and Practice (8th ed.)*:

- Chapter 8 ("School Effectiveness, Accountability, and Improvement")

Define the key concepts and ideas for your future reference. Complete the case study and discuss with your academic mentor. Compare your proposed resolution to the case study with how administrators in your case study setting might address the scenario proposed.

Performance Assessment
Sixth Interview with an Administrator
Complete the following task in TaskStream:

- LPT1 Per. Ex. Cr. for Ed. Ldr: Task 610.1.5-01-05

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

You will need to consult with your supervising administrator in order to complete this performance task.

When interviewing an administrator, listen carefully to determine his or her perspective on regulations. Ask which regulations he or she wishes had more flexibility. Ask how that flexibility would increase the success of the students.

Final Steps
Congratulations on completing the activities in this course! If you have not already done so, schedule and complete your assessments now.