Fact Sheet #4- Performance Standard 4: Organizational Management

ORGANIZATIONAL MANAGEMENT

The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

What does *organizational management* mean?

In general terms, organizational management pertains to those responsibilities relating to the functioning of the school. These include but are not limited to: (1) coordinating a safe and orderly school environment, daily operations, and facility maintenance; (2) using data in organizational management; (3) seeking and managing fiscal resources; and (4) organizing and managing technology resources.[1]

What does research say about organizational management?

Organizational management is a primary responsibility of the school leader. A smoothly functioning school requires a leader's focused time and effort on those factors that keep it running so. More than anything else, the school must first be a safe and positive learning environment for all. School leaders are charged to ensure this.[2] However, they have other duties and responsibilities.

They use data to inform decisions and to plan strategies for school improvement. School leaders are also responsible for budgetary matters pertaining to the school. And, in more and more schools, technology plays a central role in teaching and learning. Leaders must organize and manage their technology resources. If a school is to function efficiently and effectively, careful thought and committed time must be allocated to each of these areas.

School Safety, Daily Operations, and Facility Maintenance. The effective leader addresses each of these three areas, realizing they can impact a smoothly functioning school. Each is addressed in turn.

School Safety. A school leader prioritizes safety of students and staff above all else. Routines and procedures are created and implemented to ensure a safe, orderly, and positive environment. In their meta-analysis of 69 empirical studies on school leadership, Marzano and colleagues identified order as one of 21 responsibilities of leaders. More specifically, they noted evidenced behaviors to include:

- Established routines regarding orderly school operations, which are understood and followed by staff.

- Established structures, rules, and procedures, provided and reinforced to the staff.

- Established structures, rules, and procedures, provided and reinforced to the students.[3]

Likewise, Cotton's research confirms that maintenance of a safe and orderly school environment is a priority of effective principals.[4] Cotton found that effective principals have behavior policies that are established with solicited input from staff and students. They set clear expectations for student behavior. Discipline is fairly and consistently enforced. Finally, teachers are granted authority to maintain the established discipline policies. Additionally, Cotton noted that crisis management plans are in place and current, and a trained school crisis management team is on board and ready to handle situations effectively.

Daily Operations and Facility Management. Leaders complete a wide range of tasks on any

given day. Some may seem unrelated to student outcomes. However, Lashway contends that even mundane tasks can affect student outcomes.[5] For instance, heating and cooling problems can certainly affect classrooms and student learning. It behooves the leader to keep the school running efficiently so that maximum learning occurs.

Master schedules, usually an administrative task, can impact student learning outcomes. Thoughtful and careful consideration while scheduling can result in more time for instruction.[6] Scheduling that maximizes blocks of instructional time and decreases wasted time is beneficial to all. Building in co-teaching opportunities benefits both students with special needs and others, as teaching capacity is doubled. More needs can be met when leaders include key personnel in the collaborative creation of a master schedule.[7]

Seeking and Managing Fiscal Resources. The school leader is charged with responsible management of resources. This requires a thorough understanding of local school board and state policy.[8] It also requires a cycle of actions to plan and oversee the budget.

Resources include materials—books and equipment—but also included in the definition are opportunities for staff development and professional collaboration.[9] Sometimes managing resources requires creativity to maximize teaching and learning. Research indicates that:

- Effective school leaders use resources creatively to improve teaching and learning.[10]

- Strong organizational managers are effective in allocating budgets and resources.[11]

- Schools showing academic improvement are more likely to have strong organizational managers.[12]

Organizing and Managing Technology Resources. As schools increase technology capabilities and applications, leaders are expected to organize and manage those resources effectively. Leaders must concern themselves with technology issues related to instructionally appropriate allocation, equity, sustainability, and training. To facilitate student learning and staff productivity, technology must be accessible and in working order. In addition, smart school leaders hire technology staff who fully understand how best to capitalize on and exploit technology use for teaching and learning.

In a case study of 14 schools implementing technology use in both reading and math, schools that achieved learning gains with technology were characterized in this way:[13]

- Schools provided support for implementation.

- Instructional vision between leaders and teachers concerning how best to implement software use was consistent.

- Principal support included scheduling access to equipment and collaborative planning time for teachers to co-learn about the technology.

- Teachers collaborated and supported one another on the use of the technology.

Sample Performance Indicators for the Professional Knowledge of Leaders
- Demonstrates and communicates a working knowledge and understanding of Georgia public education rules, regulations, and laws, and school district policies and procedures.
- Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
- Monitors and provides supervision efficiently for all physical plant and all

related activities through an appropriately prioritized process.

- Identifies potential problems and deals with them in a timely, consistent, and effective manner.
- Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.
- Reviews fiscal records regularly to ensure accountability for all funds.
- Plans and prepares a fiscally responsible budget to support the school's mission and goals.
- Follows federal, state, and local policies with regard to finances and school accountability and reporting.
- Shares in management decisions and delegates duties as applicable, resulting in a smoothly operating workplace.

[1] Stronge, Richard, & Catano 2008, pp. 89-90.

[2] Cotton, K. (2003). *Principals and student achievement: What the research says.* Alexandria, VA: Association for Supervision and Curriculum Development; Marzano, R., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results.* Alexandria, VA: Association for Supervision and Curriculum Development; Aurora, CO: Mid-continent Research for Education and Learning.

[3] Marzano et al., 2005; Waters, J. T., Marzano, R. J., & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement: A working paper.* Aurora, CO: Mid-continent Research for Education and Learning (McREL).

[4] Cotton, 2003.

[5] Lashway, L. (2003) *Role of the school leader.* Eugene, OR: College of Education, University of Oregon: ERIC Clearinghouse on Educational Management, U.S. Department of Education.

[6] Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement.* Alexandria, VA: Association for Supervision and Curriculum Development.

[7] Friend, M. (2007, February). The coteaching partnership. *Educational Leadership, 64*(5), 48–52.

[8] Stronge, Richard, & Catano, 2008.

[9] Cotton, 2003.

[10] Cotton, 2003; Marzano et al., 2005.

[11] Horng, E. & Loeb, S. (2010). New thinking about instructional leadership. *Phi Delta Kappan*, *92*(3), 66-69. Retrieved from EBSCO*host*.

[12] Horng & Loeb, 2010.

[13] Means, B. (2010). Technology and education change: Focus on student learning. *Journal of Research on Technology in Education*, *42*(3), 285-307. Retrieved from EBSCO*ho*

Leader Self-Assessment Checklist
Performance Standard 4: Organizational Management

Quality		Level IV	Level III	Level II	Level I
School Safety	Prioritizes safety of students and staff above all else.				
	Creates and implements routines and procedures to ensure a safe, orderly, and positive environment.				
	Sets clear expectations for student behavior.				
	Enforces discipline fairly and consistently.				
	Grants teachers the authority to maintain the established discipline policies.				
	Maintains a current crisis management plan.				
	Ensures a trained school crisis management team is on board and prepared.				
Daily Operations and Facility Maintenance	Develops a master schedule that maximizes blocks of instructional time.				
	Includes key personnel in the collaborative creation of a master schedule.				
	Ensures the efficiency of school operations and routine maintenance.				
Seeking and Managing Fiscal Resources	Understands local and state school board fiscal policies.				
	Reviews previous budgets.				
	Creates an annual budget.				
	Manages and allocates resources responsibly by setting expense priorities.				
Organizing and Managing Technology Resources	Ensures technology training is provided to teachers.				
	Ensures technology is accessible and in working order for students and staff.				
	Ensures instructionally appropriate allocation, equity, and sustainability of technology.				