|  |
| --- |
| Florida Coalition of Christian Private Schools Accreditation  K-12 Accreditation Self-Study Workbook 5.1 Group One Leadership Oversight  Standard Four: Improvement    P. O. Box 5100 Deltona, Florida 32728-5100 Phone: 386-218-5310  www.fccpsa.org E-Mail: joe.gibilisco@fccpsa.org |

External (Self-Study) Review: Score and Response Workbook

# **Group One: Governance and Administration**

# **Standard Four: Improvement**

Refer to the K-12 Accreditation Instruction Manual for directions and examples for completing this section of the workbook

*Icon

Description automatically generated with low confidence***Group One: Governance and Administration**

* The capacity of governance and Administration to ensure an institution's commitment to and progress towards its stated objectives is an essential element of organizational effectiveness.
* An institution's governance is the foundation that provides:
* The fidelity and commitment to its institutional purpose and direction,
* The effectiveness of governance and leadership to enable the institution to realize its stated objectives,
* The ability to engage and involve stakeholders in meaningful and productive ways, and
* The capacity to enact strategies to improve the performance of learners and educators.

**Standard Four Improvement:   
The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.**

**Indicator 4.1 Leadership Development and Collaboration**  
The institution provides experiences that cultivate and improve leadership effectiveness.

**Indicator 4.2 Data Collection for Decision Making**  
Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision making that result in improvement.

"*Moreover thou shalt provide out of all the people able men, such as fear God, men of truth, hating covetousness; and place such over them, to be rulers of thousands, and rulers of hundreds, rulers of fifties, and rulers of tens:* Exodus 18:21 (KJV)

**NOTE: Provide response from the perspective of the institution for Standard Four.**

Answer the questions considering multiple stakeholder perspectives

including the governing authority, leadership, faculty, parents, and students.

|  |  |
| --- | --- |
| **Group One: Leadership Oversight / Standard Four: Improvement**  **Indicator 4.1: Leadership Development and Collaboration:** The institution provides experiences that cultivate and improve leadership effectiveness. | |
| **Indicator 4.1.A** | Program for Leadership Development. (K-12 Accreditation Manual, Page 92) |
| **a)** **The Institution** enacts a formal program designed to build capacity for effective student instruction, organization effectiveness and administrative leadership. | |
| 1) Which ranking best describes the Institution for Indicator 4.1.A(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 4.1.A(a)  \*Include references to evidence that support the narrative: i.e., Administrative Manual, Employee Handbook, etc.  Now that we have talked about the foundation of the school in Standard One and the governance of the school in Standard Two and then the administrative or operational systems of the school in Standard Three, we now begin looking at the system of improvement for the institution and its operations.  How do we look to the future to not only continue to do the quality things that we already do, but also to build capacity for effective leadership in the future?  Most schools have a robust, formal program designed to build capacity for **effective student instruction**, and we want those details here, of course. However, schools are much less likely to have a well-defined formal program dedicated to **organizational effectiveness** and/or building the **administrative leadership team** that they will need as they grow, or as administrative personnel change.  So, we are looking for the details on the “formal” program for Leadership Development in at least three areas.   1. Student Instruction 2. Organizational effectiveness 3. Administrative Leadership | |
| **b)** **The Leadership Development Program** includes modeling, coaching and team building activities based on the institution’s foundational principles and culture. | |
| 1) Which ranking best describes the Institution for Indicator 4.1.A(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 241.A(b) \*Include references to evidence that support the narrative.  4.1.Aa gives us the overview of the leadership development programs. Here we are looking for the methodology used. Examples include, but are not limited to:  **Modeling:** Learning by being shown and by practice.  **Coaching:** A quality coach includes Goal Setting, Learning, Observation and Data Collection, Reflection, then the next level of Goal Setting in partnership with someone at an advanced level that communicates effectively with those they are coaching.  **Team Building:** At the base level, team building allows people to get to know each other—their interests, their strengths, and weaknesses, and how they communicate, among other things. | |

|  |  |
| --- | --- |
| **Group One: Leadership Oversight / Standard Four: Improvement**  **Indicator 4.1: Leadership Development and Collaboration:** The Institution provides experiences that cultivate and improve leadership effectiveness. | |
| **Indicator** 4**.1.B** | Culture of Collaboration and Shared Leader (K-12 Accreditation Manual, Page 93) |
| **a)** **The Institution and its leaders** nurture a collaborative culture that includes multiple and varied opportunities for shared leadership among stakeholders. | |
| 1) Which ranking best describes the Institution for Indicator 4.2.B(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 4.1.B(a)  \*Include references to evidence that support the narrative: i.e., Administrator Manual  A culture of collaboration doesn’t happen on its own, so what we are asking is: What are the steps that the institutional leadership has taken to nurture that spirit of collaboration among not just teachers but also the office and administrative staff, students, and parents.  The second part would be the shared leadership among stakeholders. An example would be that of a child who’s never had to earn his or her allowance or been given the responsibility to decide how to spend that allowance and will consequently not be prepared to make life decisions about money. Your staff, if they’re never given the opportunity to share, develop, or implement an idea will not have developed the leadership ability that the school must have for future needs.  So, tell us how you develop and encourage a culture of collaboration, and give us some examples of meaningful roles that have been taken up by other members of the team. | |

|  |  |
| --- | --- |
| **Group One: Leadership Oversight / Standard Four: Improvement**  **Indicator 4.2: Data Collection for Decision Making:** Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision making that results in improvement. | |
| **Indicator 4.2.A** | System of Data Collection for Decision Making (K-12 Accreditation Manual, Page 96) |
| **a)** **The Institution** has a comprehensive system for the collection and analysis of feedback data from multiple, reliable sources including internal and external stakeholder groups. | |
| 1) Which ranking best describes the Institution for Indicator 4.2.B(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 4.2.A(a) \*Include references to evidence that support the narrative.  It has been said: “If I knew then what I know now, I would have made better choices.” Jesus said, “you have not because you ask not.” Our decisions are based on what we know or think we know, but we are busy, so, too many times we simply do not take the time to develop a comprehensive system for the collection of data. Some areas that could be a part of the “system of data collection and analysis include, but are not limited to:  Standardized testing is a given, but that is just one piece of data that is focused on individual student progression. We are talking about every aspect of the institution and all its operations. All of which are for the purpose of student success. What about: attendance, classroom participation, discipline in the data collected for student success.  What data is being collected on administrative efficiency, budgeting of resources, use of technology both in the classroom and for administrative purposes? The outline may look something like this.   1. Learn what we do not know or the **development of knowledge and skills.** (Technical, instructional, and curricular) 2. Have a **system** in place that includes seeking advice and data from multiple sources. (Multiple types of data, organization of data, tools, or process for analysis of data, tools, or procedures for acting on data) 3. Use the **structural support** that is already in place. (Foundational statements, policies, operations systems.) 4. **Collaboration with stakeholders.** (Requires trust of those engaged in the process, internal and external networks, and clear expectations.) | |

|  |  |
| --- | --- |
| **Group One: Leadership Oversight / Standard Four: Improvement**  **Indicator 4.2: Data Collection for Decision Making:** Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision making that results in improvement. | |
| **Indicator 4.2.B** | Use of Data in Decision Making (K-12 Accreditation Manual, Page 97) |
| **a)** **The Institution** systematically uses evidence from multiple sources of feedback data to inform decisions that clearly result in improvement. | |
| 1) Which ranking best describes the Institution for Indicator 4.2.B(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 4.2.B(a) \*Include references to evidence that support the narrative.  If we made five adjustments to the school’s operations or delivery of instruction last year based on the system detailed in 4.2.A, the next question has to be:  **Show me the clear result in improvement!**  The data collection resulted in a change that was implemented in the school’s continuous improvement process. That process must include in its objectives what improvement looks like, or how it is measured. So, we now would expect to have examples so that the data which indicated there needed to be a changed showed the change was implemented and evaluated to see if the expected or desired improvement was achieved. Those are the examples we are looking for here. | |
| **b)** **The Institution** regularly communicates to stakeholder groups through a variety of mediums the decisions, and progress made on improvements objectives. | |
| 1) Which ranking best describes the Institution for Indicator 4.2.B(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 4.2.B(b). \*Include references to evidence that support the narrative.  If the improvement goal was to go from a losing basketball season to a winning one, and it was determined the team needed a more qualified coach and more practice time (which was provided), and now the team is winning, that would be well published to the school’s stakeholders in every way possible.  So, why wouldn’t we share the other areas that we are working to improve, and the success when the process results in that success, or maybe even that it still needs help to get where we want it to be? **How do we communicate the things we have identified for improvement,** the steps we are taking to accomplish that goal, (when appropriate), and an update on how well the improvement is working. | |

NARRATIVE QUESTIONS: GROUP ONE: STANDARD FOUR: IMPROVEMENT

|  |  |
| --- | --- |
| See page 99  K-12 Manual | Leadership Oversight Group, Standard Four Improvement  Focus Questions |
| ***4.1:*** *Briefly summarize the key elements of your Leadership Development Program.* |  |
| ***4.2:*** *Describe the most important thing or things you do as a school to invite collaboration from multiple stakeholders* |  |

IMPROVEMENT QUESTIONS: GROUP ONE: STANDARD ONE: THE INSTITUTION

|  |  |
| --- | --- |
| See page 99  K-12 Manual | Leadership Oversight Group, Standard Four Improvement  Strength, Quality, WEAKNESS, and Improvement Questions |
| 4S: Areas of Strength:  *What are your areas of greatest strength and why?* |  |
| 4Q: Maintaining Quality:  *What actions are you implementing to sustain your areas of strength?* |  |
| 4W: Areas of Weakness:  *What are your areas of weakness and why?* |  |
| 4I: Plans for Improvement:  *(Administration): What are your plans for improvement?* |  |

Evidence Submitted for Standard Four Improvement:

|  |
| --- |
| Evidence |
| **Refer to the K-12 Accreditation Manual for Required Evidence and Examples** |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |