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| Florida Coalition of Christian Private Schools Accreditation  K-12 Accreditation Self-Study Workbook 5.2 Group One: Governance and Administration  Standard Three: Leadership |
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External (Self-Study) Review: Score and Response Workbook

# **Group One: Governance and Administration**

# **Standard Three: Leadership**

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

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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 Three: Leadership  
The school leadership and staff support challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills that are founded on shared beliefs about teaching and learning.**

**Indicator 3.1 Supervision and Evaluation Process**   
Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.

**Indicator 3.2 Standardized Processes and Procedures**  
Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

**Indicator 3.3 Stakeholder Involvement**  
Leaders engage stakeholders to support the achievement of the institution’s purpose and direction.

**NOTE:** Answer the questions from the perspective of the administrative team that has the responsibility of the day-to-day operations fulfilling the mandates of the governing authority, and is accountable to parents, students, and other stakeholders.

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| **Group One: Leadership Oversight / Standard Three: Leadership**  **Indicator 3.1 Supervision and Evaluation Process:** Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness. | |
| **Indicator 3.1.A** | Formal Supervision and Evaluation Process (K-12 Accreditation Manual, Page 78) |
| **a)** **The Institution** has written supervision and evaluation processes for all staff members. | |
| 1) Which ranking best describes the Institution for Indicator 3.1.A(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 3.1.A(a)  \*Include references to evidence that support the narrative i.e., Administrative Manual, Staff Handbook, etc.  Now that we have moved into the part of the process that involves the day-to-day administration, we’re talking about the leadership or the administration of the school. Where does the administrative team have a written, supervisory, evaluation process for all staff members?  As we have mentioned in the past, we are referring to an Administrator’s Manual or Operations Manual where the details of the process should be listed. Who supervises whom? When and how often is an evaluation done? Formal or informal?  It says “staff members” because we’re not limiting this to our teachers in the classroom. Although that is our ultimate focus, this also applies to the office staff, the registrar, the guidance counseling team, coaches, volunteers, etc. It goes all the way down to the maintenance team, ensuring that we have a safe/ secure facility. Everyone’s staff position should have a systematic evaluation and supervision process. Tell us about your process and provide sample forms. | |
| **b)** **The Institution** has specific criteria and models for effective performance to promote the schools defined culture in the support of students. | |
| 1) Which ranking best describes the Institution for Indicator 3.1.A(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 3.1.A(b) \*Include references to evidence that support the narrative.  The evaluation processes need to be based on specific criteria and based on the defined culture of the school. If not, all of them should already have been embedded in the specific job descriptions. So, in addition to the evaluation forms, one of the pieces of evidence here would be the job descriptions for every position in the school. It would not be very professional to have a system of evaluation where we hold staff members to a set of standards that we haven’t predefined in their job description or discussed with them in the hiring process, and certainly covered as major topics during training and induction into the culture of the school.  Never forgetting that the focus in the job descriptions and the evaluation process is in support of students. How does this job requirement do that? How does this performance standard comply? How does this criterion that you’re being evaluated on relate to supporting the vision and mission in developing the portrait of a graduate? That is our goal. | |
| **c)** **The institution** uses the supervision and evaluation process results to inform and improve professional practice and student performance. | |
| 1) Which ranking best describes the Institution for Indicator 3.1.A(c)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 3.1.A(b) \*Include references to evidence that support the narrative.  The next step in the process (beyond having a clearly defined job description) is the specific criteria for the evaluation of each position. How do we evaluate the identified need? How are we then guiding that individual through professional development to improve in a specific area if needed?  Providing examples of a job and/or performance evaluations with specific needs to specific training that were provided to address items or needs in that evaluation would be good here. These examples (or evidence) could be from a single evaluation, or by assigning a teacher or staff person to a specific professional development course or project. It could also be from the review of multiple evaluations that found a wider range of need than the group shared, which then became part of the group training. | |

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| **Group One: Leadership Oversight / Standard Three: Leadership**  **Indicator 3.1 Supervision and Evaluation Process:** Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness. | |
| **Indicator 3.1.B** | Implementation of Evaluation and Supervision Process (K-12 Accreditation Manual, Page 79) |
| **a)** **The evaluation process** is systematically implemented with fidelity by evaluators who have the knowledge, expertise, training. | |
| 1) Which ranking best describes the Institution for Indicator 3.1.B(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 3.1.B(a) \*Include references to evidence that support the narrative.  For the same reason you would not send a second-year teacher to do an evaluation of a first-year teacher, we’re looking for the standards or guidelines that you used to determine who is qualified to be the evaluator for specific job or position. What knowledge, expertise, or training do you provide for the supervisors and the evaluators?  You, as the administrator or the head of the governing authority, may be a great administrator with many years of quality experience in the classroom, but are you qualified to evaluate the cyber security person on campus? But that person providing the tech-support for your school does need to be evaluated. So, the question is: who’s qualified to do that based on the standards previously identified? Maybe you need to reach out to an outside source that has experience beyond your experience to do that evaluation. What about the office administration or the duties of the guidance counselor? Not every administrator has the qualifications to be the one and only evaluator. What we want to know is what are your standards for the evaluator for every position in the school? | |
| **b)** **The evaluation process** includes mechanisms for ongoing feedback customized professional. development and monitoring. | |
| 1) Which ranking best describes the Institution for Indicator 3.1.B(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 3.1.B(a) \*Include references to evidence that support the narrative.  And finally in the evaluation process, what is the mechanism for ongoing feedback?   * This would include the person being evaluated, having the opportunity to put input into that evaluation. * What is the monitoring process after an evaluation that identified a professional development need, to evaluate if the needed improvement was achieved? * Including additional or long term follow up. | |

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| **Group One: Leadership Oversight / Standard Three: Leadership**  **Indicator 3.2 Standardized Processes and Procedures:** Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning. | |
| **Indicator 3.2.A** | Standardized Processes and Procedures (K-12 Accreditation Manual, Page 82) |
| **a)** **The Institution** establishes, written operating processes and procedures for effective day-to-day operations, staff training and emergency procedures. | |
| 1) Which ranking best describes the Institution for Indicator 3.2.A(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 3.2.A(a) \*Include references to evidence that support the narrative.  With indicator 3.2 we moved to the standardized process and procedures for the effective day-to-day operations of the institution in support of teaching and learning. We have again moved to written documentation in the Administrator’s Manual or **Operations Manual** where details of the school’s operational procedures are listed. Beyond every job description, here we need the step-by-step “operations”. Where is the “how to” is detailed. If we pretend that the registrar just won the lottery and is never coming back, where is every operation that he or she did detailed with step by step directions for someone to jump in today so the day to day operations are not interrupted.  What we are asking is who has been cross-trained in all those tasks and can step in at a moment’s notice? | |
| **b)** **The Institution** has credible evidence of effective implementation that is systematic and systemic. | |
| 1) Which ranking best describes the Institution for Indicator 3.2.A(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 3.2.A(b) \*Include references to evidence that support the narrative.  “Systemic” means “of, or relating to, a system.” In this case, the school’s operational system. In our case, we will refer to it as what is written down or defined as the school’s System of Operation.  “Systematic” means “having, showing, or involving a system or plan.” In our case, we will refer to it as “The Completing of Activities According to the System of Operation.  Is the entire staff following a well-defined System of Operation? Are the specific operations being completed according to that System of Operation by all employees and in a timely and effective manner?  Have the business operations been effectively evaluated or is it just the way things have always been done? Documentation of efficiency changes or updates to the System of Operation would be valuable evidence here. | |
| **c)** **The Institution** implements admissions policies and procedures consistently and appropriately to assure sufficient enrollment in accordance with all legal, ethical, and professional practice. | |
| 1) Which ranking best describes the Institution for Indicator 3.2.A(c)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 3.2.A(c) \*Include references to evidence that support the narrative.  This sounds a lot like a question that was asked in Standard two, when we asked the governing authority which has the fiduciary responsibility to ensure that the school administration is following all applicable laws. Here we’re asking how the administration ensures that they are implementing the admission policies and procedures based on the guidelines of the governing authority. They must be consistent and appropriate to ensure sufficient enrollment, and, of course, they must meet all legal, ethical, and professional practice guidelines.  The visiting team will need to see an enrollment packet and links to any pre-enrollment information posted on the school’s website. The complete application and the testing and interview process (including the checks and balances). In most cases, this may include a process where a committee makes the final enrollment decision. | |

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| **Group One: Leadership Oversight / Standard Three: Leadership**  **Indicator 3.2 Standardized Processes and Procedures:** Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning. | |
| **Indicator 3.2.B** | Use of Data in Evaluation of Processes and Procedures (K-12 Accreditation Manual, Page 83) |
| **a)** **The Institution** gathers evidence, including the performance of educators and learners, to evaluate the effectiveness of the institution. | |
| 1) Which ranking best describes the Institution for Indicator 3.2.B(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 3.2.B(a)  \*Include references to evidence that support the narrative: i.e., Administration Manual, Staff Handbook, etc.  This is one of those indicators that requires us to take a moment and ensure we are staying in context. The context here is the institution gathers evidence to evaluate the effectiveness of the institution, not the six-grade math class. We are still talking about the school’s system of operation. This includes every aspect of the institution from the records office, the guidance office, the admissions office, the teaching staff, the maintenance department, the coaching staff, the bus drivers. We are gathering evidence for every part of the institution. Gathering evidence will include the performance of educators and learners in order to determine if the institution is accomplishing its stated goals. | |
| **b)** **The Institution** provides valuable information for the review and revision of processes and procedures to the administration and governing authority. | |
| 1) Which ranking best describes the Institution for Indicator 3.2.B(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 3.2.B(b) \*Include references to evidence that support the narrative.  What kind of information is the administration looking for and reviewing for the evaluation of its processes and procedures? The context is our system of operations. We are not in the classroom yet, although the classroom is greatly affected by the efficiency of our system of operations. The information that we are gathering as an administrative team so that we can report to the governing authority shows our areas of weakness or areas of strength. This covers any area that may need to be improved so the governing authority can take appropriate steps to provide the resources necessary to continually make our system of operations more effective. | |

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| **Group One: Leadership Oversight / Standard Three: Leadership**  **Indicator 3.3 Stakeholder Involvement:** Leaders engage stakeholders to support the achievement of the Institution’s purpose and direction. | |
| **Indicator 3.3.A** | Formal Processes for Stakeholder Involvement (K-12 Accreditation Manual, Page 86) |
| **a) The Administrative Team** implements a formal program that provides for meaningful roles and active participation of internal and external stakeholder groups, which include staff, students, parents, community, governmental and educational policy groups. | |
| 1) Which ranking best describes the Institution for Indicator 3.3.A(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 3.3.A(a) \*Include references to evidence that support the narrative.  How are we actively engaging a wide range of stakeholders? What is written down? What is the follow-up?  Above is a pretty good list: staff, students, parents, and sometimes the community. Some outside groups might be able to provide student database assistance or provide ways to make your system more efficient. (For a fee of course.) There are lots of groups and organizations that are designed to provide guidance to schools both large and small. It could also be an administrator of a similar school with a similar vision. It could be some of the team members from the FCCPSA. | |

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| **Group One: Leadership Oversight / Standard Three: Leadership**  **Indicator 3.3 Stakeholder Involvement:** Leaders engage stakeholders to support the achievement of the Institution’s purpose and direction. | |
| **Indicator 3.3.B** | Quality of Communication (K-12 Accreditation Manual, Page 87) |
| **a)** **The Administrative Team** consistently and deliberately enact strategies that provide opportunities for two-way communication between all relevant stakeholder groups. | |
| 1) Which ranking best describes the Institution for Indicator 3.3.B(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 3.3.B(a) \*Include references to evidence that support the narrative.  The standard answer here is: “We have an open-door policy.” Let’s just say that that’s wonderful. It’s also not a formal policy. It would be hard to make that a deliberate act or strategy. So, don’t give up on the open-door policy, but expand on it by providing meaningful ways for stakeholders to actively engage. Your job is to encourage that engagement and to provide opportunities for doing so. There can be great value in that. All of which means it’s written down someplace and it’s actively followed. | |
| **b)** **The Administrative Team** works with internal and external stakeholder groups including staff, students, parents, community, governmental and educational policy groups that support the school’s purpose and direction. | |
| 1) Which ranking best describes the Institution for Indicator 3.3.B(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 3.3.B(b) \*Include references to evidence that support the narrative.  While we value and actively seek input from relevant stakeholders, in all that engagement we must never lose sight of the institution’s vision and mission. A group of parents may have some wonderful ideas, but they may not be in line with the school’s purpose. Every input from a stakeholder group, whether it’s internal staff, parents, students, or a consulting firm, must all be evaluated considering the foundational principles and purpose of the school. If they advance those principles, then we need to seek ways to incorporate those into our operations. If they run counter to that vision, then they do not advance. | |

NARRATIVE QUESTIONS: GROUP ONE: STANDARD THREE: LEADERSHIP

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| See page 89  K-12 Manual | Leadership Oversight Group, Standard Three Leadership  Focus Questions |
| ***3.1:*** *How do you choose professional development options for your staff, and how do you determine their effectiveness in the classroom?* |  |
| ***3.2:*** *Describe for us how you have implemented well defined operational policies and procedures that allow parents, teachers, and students to understand the essential elements necessary for student success.**Give us an example of how your teaching staff follows the policies, procedures, and best practices while being free to be creative instructors in the classroom.* |  |

IMPROVEMENT QUESTIONS: GROUP ONE: STANDARD THREE: LEADERSHIP

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| See page 89  K-12 Manual | Leadership Oversight Group, Standard Three Leadership  Strength, Quality, Weakness and Improvement Questions |
| 3S: Areas of Strength:  *What are your areas of greatest strength and why?* |  |
| 3Q: Maintaining Quality:  *What actions are you implementing to sustain your areas of strength?* |  |
| 3W: Areas of Weakness:  *What are your areas of weakness and why?* |  |
| 3I: Plans for Improvement:  *(Administration): What are your plans for improvement?* |  |

Evidence Submitted for Standard Three Leadership:

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