

STANDARD 3B: ADMINISTRATION

Overview

Quality Lutheran schools' function at a high level, in large part, because of exceptional leadership performance. Schools thrive when administrators are equipped and empowered to lead with vision. Successful Lutheran administrators continually strive to accomplish the school's purpose with students and families. The administrator leads the team to meet or exceed the organization's expected outcomes.

An effective school leader must possess exceptional abilities in data analysis, staff motivation and public communication. An effective school leader must ensure that marketing and public relations are effectively accomplished. Above all else, a clear commitment to sharing the Gospel message and maintaining a proper respect of the calling is paramount.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study but is to be available for the Validation Team to review.

- Job-specific criteria
- Meeting agendas and minutes
- Supervision and evaluation documents
- School-wide professional development plans and schedules
- Representative supervision and evaluation reports
- Minutes of meetings with stakeholders
- Survey responses
- Innovations or changes in methodology that positively impacted student learning
- Innovations or changes in methodology that positively enhanced ministry opportunities
- Copies of auxiliary organizations' budgets, where applicable
- Copy of the three-year financial plan with enrollment projections and associated rationale

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The

identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- The school administrator demonstrates a desire through actions for appropriate professional credentials and continuing professional growth (e.g. membership in professional organizations, books and periodicals read, workshops attended, coaching and/or mentoring relationships).
- The teacher supervision program is aligned with staff development activities and results in enhanced student learning.
- The school administrator is actively engaged in the life of the sponsoring congregation(s).
- The school administrator is actively engaged in preparing and administering the school budget.
- The administrator relates appropriately with students, families and teachers.

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

- 1. Describe how the daily activities of the school are administered.**
- 2. Describe the qualifications that are required for the school administrator(s).**
- 3. What are the ways the school administration uses leadership skills in the congregation, community and professional organizations?**
- 4. Describe how the administrator is involved with the fiscal management of the school.**
- 5. List and describe ways the administrator is engaged in the church and involved in the educational activities of the whole congregation.**
- 6. Describe the ways the administrator publicly demonstrates his or her saving faith in Jesus Christ.**
- 7. Share examples of collaboration and shared leadership modeled by the administrator.**
- 8. Describe how the administrator leads by example with personal and professional development.**
- 9. Describe the process of instructional supervision in place at the school as it relates to professional development and student learning.**
- 10. Describe the ways that the administrator is present and relates appropriately with students, families and staff.**
- 11. How is the school's administrator(s) engaged in the district with required conferences and workshops?**

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

Administrator's job description

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

3B:01* The administrator demonstrates a personal Christian faith, a commitment to Lutheran education and a dedication to the teaching ministry of the governing authority.

YES

NO

Identify and list supporting Evidence or Practices:

Comments:

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

See Page 8 of the Self-Study for Rating Rubric.

3B:02: The administrator meets qualifications required for the position.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- The principal is a member of The Lutheran Church – Missouri Synod, Rostered or eligible for Roster status.
- The administrator holds active membership in the congregation supporting the school and is regular in Church attendance and Bible study.
- The administrator holds current, appropriate state certification or is actively working toward obtaining required certification.
- The administrator has a master’s degree in education, with no fewer than 12 semester hours in administration or supervision or is actively working toward such a degree. (The administrator of an early childhood center has a bachelor’s degree, with no fewer than 18 semester hours in early childhood education or is actively working toward accomplishing this requirement.)

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) **Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

3B:03: The administrator is provided adequate support to complete required tasks.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- Release time is provided for administrative duties for the school’s primary administrator.

- The school administrator is released from teaching duties for at least one-fourth of each day for every 50 students enrolled. (If administrative duties are shared, then release time may be shared.)

- Secretarial assistance is available for school purposes for at least one-fourth of each school day for every 50 students enrolled.

- In a school with more than 200 students, an individual is designated as assistant administrator with associated administrative duties.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

Comments:

3B:04: The administrator is an effective communicator.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- The administrator communicates frequently and regularly with pastor(s) and teachers individually and collectively.
- The administrator communicates effectively and frequently with families and students of all ages.
- A wide variety of venues both personal (one-to-one) and public are regularly used to facilitate effective communication.
- The administrator regularly spends a significant percentage of time listening, observing and speaking with parents, students and teachers.
- The administrator compiles such policies, procedures or practices as appropriate for effective communication to the various school communities into student and/or parent handbooks/manuals.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

Comments:

3B:05: The administrator is engaged in the process of developing and managing the budget.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- The administrator is involved in developing and managing the budget, including expenditures.

- The administrator has overall responsibility to assure that the budget is managed responsibly, using generally accepted bookkeeping procedures and safeguards.

- The administrator provides leadership in securing funds and resources, which may include individual, private, corporate, and/or governmental sources.

- Funds provided by auxiliary organizations are allocated per governing board policy, in consultation with the school administrator and regularly audited.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4)** **Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

3B:06: The administrator is committed to personal development and the development of staff members.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- The administrator provides spiritual leadership for the school community and in the congregation(s) through word and example.
- The administrator is a member of professional organizations.
- The administrator provides leadership in curriculum development, staff development, congregational service, public relations, student evaluation and other school-related activities.
- Levels of responsibility and accountability are clearly defined. The administrator provides leadership for implementation of current educational technology, including necessary staff development and training.
- The administrator engages in an ongoing program of professional staff supervision.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

Comments:

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

- A. Are the Required Indicators of Success met for Standard 3B? (YES / NO)

- B. Based on evidence, what are the strengths of the school related to Standard 3B?

- C. Based on evidence, what are the challenges of the school related to Standard 3B? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

- D. What is the school's average rating for all General Indicators of Success for Standard 3B, rounded to the nearest tenth?

STANDARD	RATING
3B:02	
3B:03	
3B:04	
3B:05	
3B:06	
Total:	
Average: (Total ÷ 5)	

- E. What is the school's overall rating for all General Indicators of Success for Standard 3, rounded to the nearest tenth?

Section Totals (NOT Averages)	
STANDARD	RATING
3A	
3B	
Total:	
Average: (Total ÷ 10)	