



Professional Development Conference 2018
The Archdiocese of Miami, Office of Catholic Schools
in partnership with FACTS Education Solutions

FCC Accreditation for Administrators and Mid-level Administrators: the Self-study and Visitation

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Continuous Improvement Process for Accreditation (CIPA)



- A thorough self-study of the school's current climate and the vision for the school's future
- Collecting physical evidence and perception

Continuous Improvement Process for Accreditation (CIPA)



- Create a steering committee
- Create domain and EEP committees
- Administer the survey
- Collect evidence
- Determine the level of compliance
- Write comments
- Select areas of strength and opportunities for growth
- Create an action plan
- Write the school description
- Prepare for the visitation

Continuous Improvement Process for Accreditation (CIPA)



- At least 12 months to complete the work (online)
- Month 1: Orientation with FCCAP personnel, create steering committee, create domain and EEP committees, administer the survey
- Month 2-4: Domain and EEP committees meet and collect evidence
- Month 5: Domain and EEP committees finalize online work and committee report
- Months 6-7: Steering committee creates action plan
- Month 8: All committees review materials
- Month 9: Submit CIPA work to the superintendent
- Months 10-12: Prepare for visitation

Continuous Improvement Process for Accreditation (CIPA)



- Steering Committee: Co-chairs and chairperson from each domain and EEP committee
- Do the work online (or at least electronically) – give the steering committee access to the website (school assistants)
- Thoroughly train the staff to review the rubrics and collect evidence

Continuous Improvement Process for Accreditation (CIPA)



- Evidence is the key. Not a grade. Not a judgement.
- 3.1 Liturgy and prayer experiences
- 5.2 Systematizing policy and succession
- 7.6 Engaging all students
- 8.3 Using a variety of assessments
- 13.2 Enrollment management plan

Continuous Improvement Process for Accreditation (CIPA)



Benchmark: 3.1

Every student is offered timely and regular opportunities to learn about and experience the nature and importance of prayer, the Eucharist, and liturgy.

- Meets: weekly Mass, exs. of prayer in classrooms
- Exceeds: exs. of students creating and leading prayer

Continuous Improvement Process for Accreditation (CIPA)



Benchmark: 5.2

The governing body systematizes the policies of the school's operations to ensure fidelity to mission, and continuity and sustainability through leadership successions.

- Meets: handbooks with policies, SAC succession, substitute policies

Continuous Improvement Process for Accreditation (CIPA)



Benchmark: 7.6

Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student and accommodating students with special needs as fully as possible.

- Meets: specifically states classroom instruction, differentiation – lesson/unit plans necessary
- Partially: lesson plans and observations – whole group instruction

Continuous Improvement Process for Accreditation (CIPA)



Benchmark: 8.3

Faculty use a variety of curriculum--based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self--assessment.

- Meets: variety of assessments (in addition to textbook resources); student self-assessment; evidence of analysis of assessments (not just recording and moving on)

Continuous Improvement Process for Accreditation (CIPA)



Benchmark: 13.2

The enrollment management plan requires the governing body to review and the school leader/leadership team to supervise annual and continuous measurement and analysis of both enrollment and retention patterns for all student groups.

- Meets: robust plan includes measuring and analyzing
- Partially: enrollment is tracked, not fully analyzed

Continuous Improvement Process for Accreditation (CIPA)



- Domain and EEP Committees Work
- Collect and attach evidence
- Determine the level of compliance – consensus
- Use the comment boxes - tell the story of the school (make the visitation team's job easy)
- Select top 3 strengths
- Select top 3 opportunities for growth
- Complete report

Continuous Improvement Process for Accreditation (CIPA)



- Steering committee reviews reports
- Create Action Plan
 - 3 to 5 goals
 - Lasts 6 years
 - Evidence that will be collected
 - Steps to meet the goal
 - Living document
- Write the school description
 - Brief history
 - Demographics
 - Response to third year review
 - Student progress since the last visitation

FCC Accreditation Visitation



- 2 school days of the school's choice
- Chairperson (from outside of ADOM) + 2-3 teachers from ADOM
- Schedule
- Review evidence
- Meet with stakeholders
- Observe in classrooms
- Exit Report
- No performances, no dinners

FCC Accreditation Visitation



- Provide a private space for the team to work
- Hard copy evidence (not on the website)
- Snacks
- Maps, teacher/student schedules, access
- Space for group meetings
- Lodging arrangements
- Dinner suggestions – working team dinner
- Stipends and travel reimbursement

FCC Accreditation Visitation



- 7:30 – Arrive at school, tour
- 8:00 – Team Meeting
- 8:30 – Observations
- 10:30 – Team Meeting; Benchmark work
- 11:30 – Meet with administration
- 12:00 – Working lunch with steering committee
- 1:00 – Observations
- 1:45 – Meet with students
- 2:30 – Team Meeting; Benchmark work
- 3:00 – Meet with Faculty
- 4:00 – Depart
- 6:00 – Working dinner

FCC Accreditation Visitation



- 7:45 – Arrive at school
- 8:00 – Meet with parents
- 8:45 – Observations
- 9:45 – Meet with pastor
- 10:30 – Team meeting; Benchmark work
- 12:00 – Working lunch; talk with superintendent
- 1:00 – Prepare exit report; finish benchmark work
- 2:00 – Meet with administration (and pastor)
- 3:00 – Exit Report
- 4:00 – Depart

FCC Accreditation Visitation



- Review evidence
- Team members review specific domains (all review Academic Excellence)
- Use the website for all work
- Use electronic files, hard copy materials, observations, and conversations
- Rate all benchmarks, make comments as needed

FCC Accreditation Visitation



- Meet with stakeholders
 - Group of 4-6 selected parents
 - Group of selected students (2 each from 5-8)
 - Administration
 - Pastor
 - Faculty (without administration)
 - Steering Committee
 - Share possible questions

FCC Accreditation Visitation



- Observe in classrooms:
 - 1.4 – Mission statement visible
 - 2.6 – Catholic culture visible
 - 3.4 – Role Model
 - 4.5 – Supports the faith life
 - 7.3 – 21st century learning
 - 7.4 – Technology
 - 7.5 – Affective dimensions
 - 7.6 – Engaging all students
 - 14.4 – Exit maps, electrical cords (general safety)
 - 14.5 – Supervision

FCC Accreditation Visitation



- Visit ends with exit report
- Meeting/discussion with superintendent
- Meeting with administration (and pastor)
- Exit report to faculty
- Sent to FCCAP
- Reviewed by superintendents in January and June

FCC Accreditation Program



- Follow the Action Plan, updating annually
- Complete one Domain on the ARCA each year
- Third Year Review – complete the full ARCA and EEP
- Keep the faculty involved every year – action plan, domains, collecting evidence

Questions?



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FCC Accreditation for Administrators

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**Thank you for attending
today's session.**

**We value your feedback!
Remember to complete
your session evaluation.**