



ACCREDITATION A CALL TO ACTION

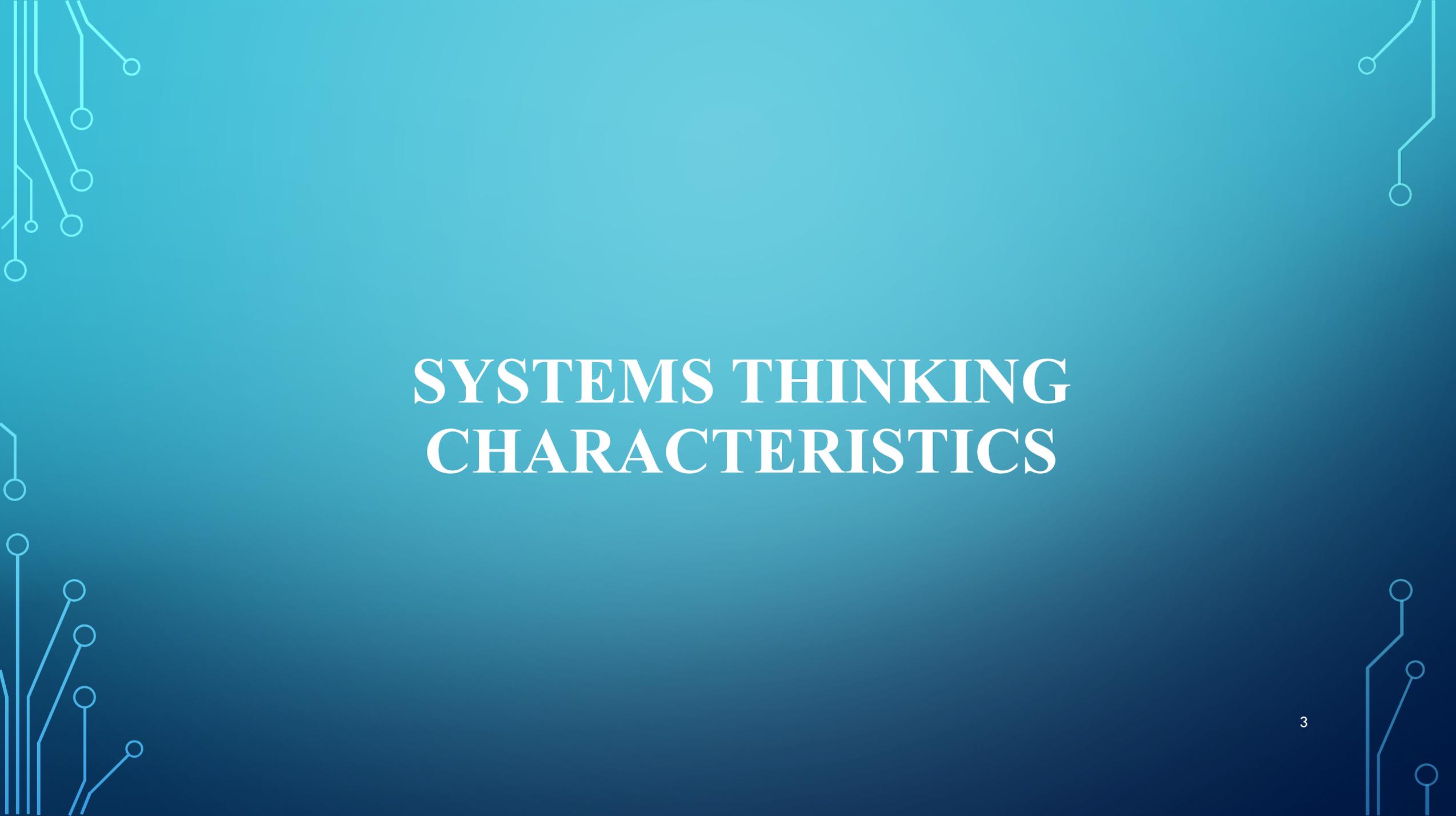
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Successful Continuous Improvement Vs. Compliance Centered Activities

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SYSTEMS THINKING CHARACTERISTICS

#1

Improvements are driven by a process of continuous measurement and feedback with a focus on collecting and sharing data that informs and transforms.

What to Look For:

- Surveys
- Self-analysis Diagnostics
- Collaboration between Internal & External Stakeholders



#2

STAKEHOLDERS UNDERSTAND & SUCCESSFULLY ENGAGE EACH OTHER & THE INSTITUTION'S ENVIRONMENTS.

What to Look For:

- Frequent & fluid communication between school & stakeholders
- Intentional opportunities for stakeholders to voice opinions, provide feedback & share perspectives
- Collaboration between internal & external stakeholders

#3

THE OUTPUTS ARE OF THE DESIRED QUALITY AND PRODUCED WITHIN THE DESIRED TIME FRAME.

What to Look For:

- Key Priorities & Actions
- Strategic Plan
- Annual or Quarterly Progress Report

ESSENTIAL THAT THE SCHOOL HAS AN ACCURATE DIAGNOSIS AND ACCEPTANCE OF ITS CURRENT REALITY, KNOWS WHICH PHASE OF CONTINUOUS IMPROVEMENT IT NEEDS TO ENTER OR FOCUS ON

How?

Collect and analyze a variety of data from diagnostics

Surveys

Observation tools

Information and quantifiable data to inform the development of the institution's improvement plan.

COMPLIANCE BASED IMPROVEMENT:

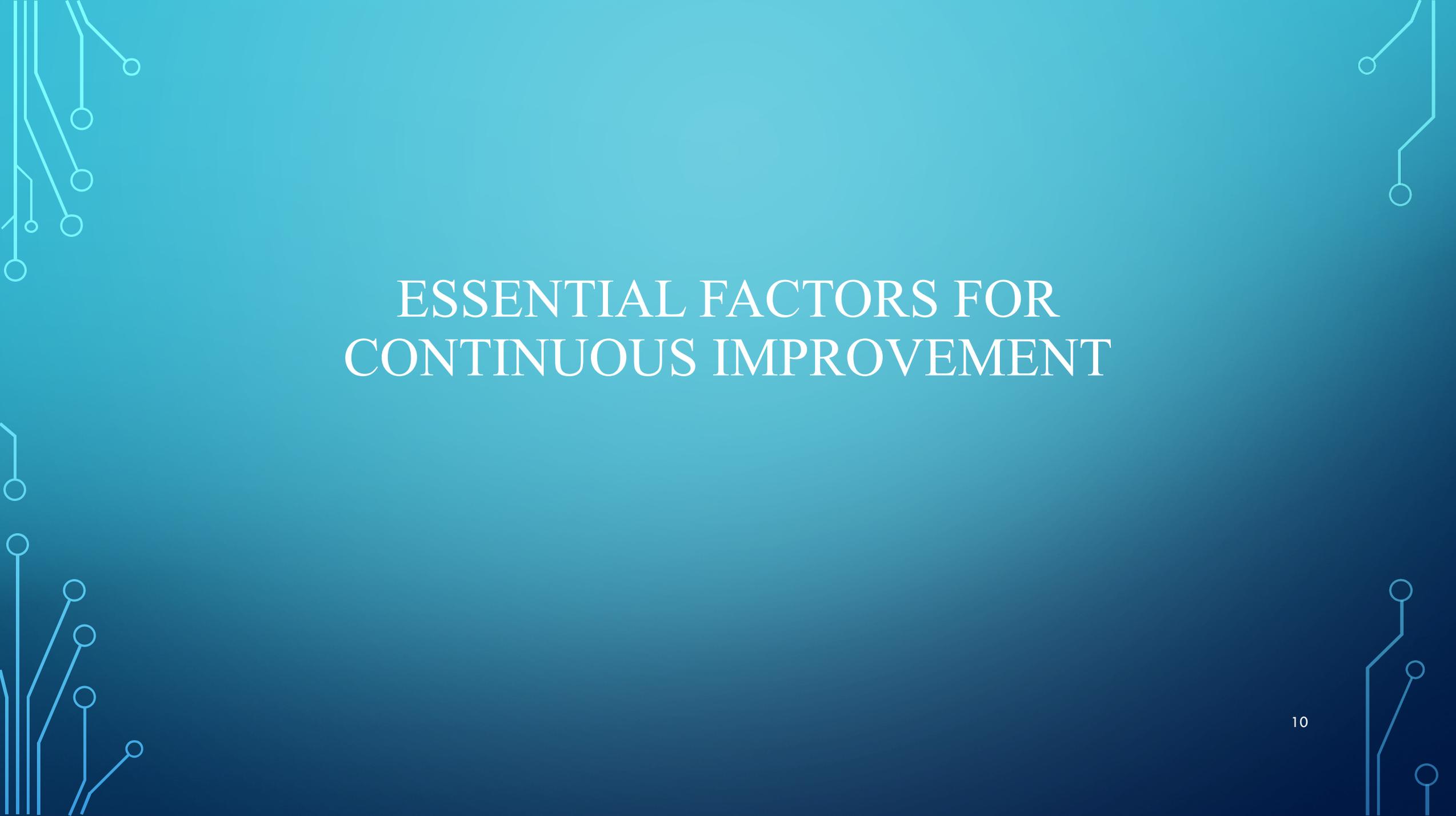
- Adult Centric - Focuses on What Adults Must Do
- Not Sustainable

Why?

- Focuses on Targets not Individual Learners
- Emphasizes End results - Not Processes

CONTINUOUS IMPROVEMENT:

- Constant and dedicated attention and action based on multiple sources of evidence.
- Requires acceptance of relatively slow yet sustainable progress,
- Frequent Evaluation

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ESSENTIAL FACTORS FOR CONTINUOUS IMPROVEMENT

1. CLEAR DIRECTION

- People are motivated by goals
- Helps people make sense of their work and enables them to find a sense of identity for themselves within their work context.

Impact of Leadership second only to teaching

2. RESOURCE MANAGEMENT

- Secure and allocate human, fiscal and material resources; maximize student learning within given resource constraints.
- Organize teachers and teams to maximize student learning and continuously nurture talent.
- Match grouping, learning time, technology and program to students' individual needs.

High-performing schools and systems develop strategies to organize and allocate their resources.

3. HEALTHY CULTURE - A HEALTHY CULTURE SETS THE TONE FOR EXCELLENCE THROUGHOUT AN INSTITUTION.

- Shared Values & Beliefs, written and unwritten rules.
- School community at all levels is actively engaged, feels empowered to effect positive change, enjoys congenial and supportive relationships, and is supported and mentored for success.
- Positive student, teacher and administrator interrelationships.

HEALTHY CULTURE

- Teachers like their colleagues, their school, their job and their students, and they are driven by a quest for academic excellence.
- Students work hard and respect others who do well academically.
- Principal behavior is also positive, friendly and supportive. Principals have high expectations for teachers and go out of their way to help teachers.

4. IMPLEMENTATION CAPACITY –

The Ability of an Institution to Consistently Execute Actions Designed to Improve Organizational and Instructional Effectiveness.

- Discovering what works does not solve the problem of program effectiveness.
- Once models and best practices are identified, practitioners are faced with the challenge of implementing programs properly.

IMPLEMENTATION CAPACITY

- A poorly implemented [though well-designed] program can lead to failure as easily as a poorly designed one.”

Progress monitoring is a vital part of continuous improvement efforts.

5. EFFECTIVE ENGAGEMENT OF ALL STAKEHOLDERS –

The capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes.

Students with involved parents, no matter their income or background, were more likely to:

- Earn higher grades and test scores,
- Attend school regularly
- Have better social skills, show improved behavior, and adapt well to school
- Graduate and go on to post-secondary education

STUDENT ENGAGEMENT

The more opportunities students have to be owners of their learning, collaborate with other students, and engage in activities that require movement, voice, and high-order thought, the higher the school's overall rating tends to be.

6. HIGH EXPECTATIONS –

Commitment to expectations for all stakeholders, including student learning outcomes, teacher quality, leadership effectiveness, community engagement and parent involvement.

EXPECTATIONS

Studies in the psychology literature have found:

Merely stating an expectation results in enhanced performance.

Higher expectations result in higher performance.

Persons with high expectations perform at a higher level than those with low expectations, even though their measured abilities are equal.

7. IMPACT OF INSTRUCTION

3rd graders placed with high- performing teachers in a row scored on average at the 96th percentile on Tennessee's statewide mathematics assessment at the end of 5th grade.

Children with comparable achievement histories placed with three low-performing teachers in a row scored at the 44th percentile.

A 52 percentile-point difference for children who presumably had comparable abilities and skills.

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THE THREE PHASES OF CONTINUOUS IMPROVEMENT

1. LEARN AND SHARE: THE IMPORTANCE OF AUTHENTIC STAKEHOLDER ENGAGEMENT

The more opportunities students have to be owners of their learning, collaborate with other students, and engage in activities that require movement, voice, and higher thought, the higher the school's quality rating tended to be.

LEARN AND SHARE ...

Surveys, observations, and other evidence help institutions gather results and engage stakeholders to first understand their reality and then to collaborate in dialogue and action to address issues vital to the school and each student's success.

2. EXAMINE AND PLAN: DEVELOP A FRAMEWORK TO FOCUS IMPROVEMENT EFFORTS

- Identify and prioritize improvement areas and create a Strategy Map.
- This comprehensive plan, easily communicated to all stakeholders, is a visual reminder of the school's chosen direction.
- Stakeholder feedback is crucial in developing this plan, but many schools fail to engage beyond the initial feedback stage²⁵

3. ACT AND EVALUATE: EXECUTE THE PLAN AND MONITOR PROGRESS TO ENSURE SUCCESS

- Data collection, analysis and diagnosis coalesce into proposals for action.
- From the long-range Strategy Map, schools extract critical initiatives to address in a one-year span.
- (1) the development of an Annual Improvement Plan and
- (2) the implementation of a more detailed Action Plan.

ACT AND EVALUATE ...

- By dividing long-term goals into short-term stages, the improvement process is more manageable.
- School leaders can regularly evaluate the annual plan and action plan, and revise them as needed to realize the broader goals in the Strategy Map.
- Many schools struggle with this crucial phase, often developing improvement plans according to the predefined criteria of a template.

CALL TO ACTION

- Move from accountability-driven, compliance-based checklists to meaningful processes that guide and drive verifiable improvement.
- Ensure that effective continuous improvement systems become deeply embedded practice in schools.

CALL TO ACTION

- (a) seek out, hear the voices of, and regularly and energetically involve all stakeholder groups in decision-making,
- (b) apply a combination of thinking about both the current reality and the future to guide the improvement planning process,
- (c) focus on faithfully implementing the process, not forcing outcomes to meet compliance-driven targets; and
- (d) openly share progress, barriers, and successes.

EDUCATORS NEED TO:

- (a) be leaders who fully engage with the continuous improvement journey within the context of their position,
- (b) know and embrace the annual priorities, and
- (c) diligently collect data and other information to monitor the progress of the process.

PARENTS AND COMMUNITY MEMBERS NEED TO:

- (a) become informed about the institution's improvement journey, and know and do what is required of them,
- (b) participate in meetings to learn about and provide feedback on the progress and obstacles the institution experiences and
- (c) respond to the institution's efforts to collect data from surveys, focus groups and other means.

STUDENTS NEED TO

- (a) become actively engaged in and owners of their learning both inside and outside the school,
- (b) express their opinions and perspectives about their experiences to the institution's adults and
- (c) organize programs, service projects, and student-led conversations to improve the learning environment.

THE MUSLIM COMMUNITY NEEDS TO:

- (a) provide resources so institutions can build capacity and fully engage in the continuous improvement process, which prioritizes success for all learners;
- (b) be partners with institutional leadership to absorb data and other information relative to the process and
- (c) embrace the process, deemphasize the outmoded attachment to compliance-driven targets.

INQUIRE ABOUT CISNA ACCREDITATION AND PROFESSIONAL DEVELOPMENT

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