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School–Based :-

Knowledge and skills in new instructional strategies; interpersonal, problem-solving, and decision skills for working together as a team; business knowledge for managing the organization, including budgeting and fiscal planning; and assessment strategies for analyzing, interpreting, and acting on school performance data.

Information about the performance of the organization, including student performance data, budgets, and demographic-trend data.

Power and authority to make decisions, especially in the areas of curriculum and instruction, staffing and personnel, and resource allocation and budgeting.

Rewards for high performance, including intrinsic and extrinsic rewards, such as salary adjustments, professional development opportunities, performance-based pay, group or team-based rewards, and public recognition for their accomplishments.

Issues and Controversies

The successful implementation of school-based decision-making is affected by a number of organizational factors and institutional constraints, including (1) clarity of purpose and access to information; (2) power and authority relationships; (3) administrative support and the changing role of central office personnel; and (4) policies at the district, state, and federal levels. These issues taken singularly or collectively affect the long-term effectiveness of decentralizing decision-making at the school level.

Clarity of purpose and access to information.

Schools that are active in decision-making have a vision statement that focuses their decision-making process on the technical core of schooling—teaching and learning. Determining the school's vision is a schoolwide effort affording the faculty the opportunity to understand the power of their commitment to decisions they make. Those involved in decision-making understand the necessity of using school-based and student-centered data to inform their decisions. In districts where data are limited or not disaggregated at the school level, the decision-making process is limited and curtailed to issues that hold less promise of impact on the school's educational program.

Power and authority relationships. Frequently, when decision-making authority is delegated, the degree of authority given to the site is often limited and ambiguous. In schools where there is confusion over decision-making authority, issues addressed at the school level tend to focus on secondary-level issues, such as school climate, scheduling, safety, and parent involvement, rather than on primary concerns, such as instructional programs and strategies, student

achievement, and school performance. In order to focus on the primary issues affecting school success, decision-making authority in the areas of curriculum, staffing, and budgeting must be real and authentic.

Administrative support and the role of central office personnel. District-level support of school-based decision-making is critical to its success. Superintendents play instrumental roles in moving central offices from a directive function toward a service orientation and resource support network. This shift in roles from a bureaucratic orientation to a service organization is often difficult and misunderstood by those occupying various roles in the district office and in the schools.

Policies at the district, state, and federal levels. In a similar manner, decision-making latitude is often restricted at the school level by various state and federal policies or mandates. Under school-based decision-making, schools are encouraged to make decisions regarding the curriculum and supporting instructional strategies. These decisions should be made within a framework of district goals or the core curriculum required by the district or state. Yet schools are often limited by state mandates affecting their educational programs and are similarly restricted by compliance requirements related to federally funded programs within their school or district. Thus, these competing and often contradictory policies constrain school-based decision-making.

Conclusion

School-based decision-making provides a framework for drawing on the expertise of individuals who are interested in and knowledgeable about matters that affect the successful performance of students. This process depends heavily on the district's leadership to define the parameters of decision-making, to define overarching goals, and to provide the information and professional development necessary to make effective, long-lasting decisions.

References :-

- Books
- Websites