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| Florida Coalition of Christian Private Schools AccreditationK-12 Accreditation Self-Study Workbook 5.1Group Two: Teaching LearningStandard Seven: InstructionP. O. Box 5100Deltona, Florida 32728-5100Phone: 386-218-5310 www.fccpsa.orgE-Mail: joe.gibilisco@fccpsa.org  |

External (Self-Study) Review: Score and Response Workbook

# **Group Two: Teaching / Learning**

**Standard Seven: Instruction**

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

**Group Two: Teaching/Learning:**

* The impact of teaching and learning on student achievement and success is the primary expectation of every institution.
* An effective learning culture is characterized by:
* Positive and productive teacher/learner relationships,
* High expectations and standards,
* A challenging and engaging curriculum,
* Quality instruction and comprehensive support that enable all learners to be successful, and
* Assessment practices (formative and summative) that monitor and measure learner progress and achievement.
* Moreover, a quality institution evaluates the impact of its learning culture (including all programs and support services) and adjusts accordingly.

**Standard Seven: Instruction:**
**The instructional program is carefully developed, documented, and well executed to meet high expectations and individual students’ needs. Instruction employs a wide variety of effective strategies preparing students to meet future educational goals, and implements, evaluates, and monitors processes that lead to student success.**

**Indicator 7.1 Flexible Instruction**
Instruction is monitored and adjusted to meet individual learner’s needs and the institution’s learning expectations.

**Indicator 7.2 Preparing Students for Success**
The institution provides programs and services for learners’ educational future and career planning.

**Indicator 7.3 Student Needs Analysis**
The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental and academic needs of students.

*"I will instruct thee and teach thee in the way which thou shalt go: I will guide thee with mine eye".* Proverbs 32:8

**NOTE: Now we are in the classroom**

Evaluation of instruction based on a wide range of student needs, and the school’s expectations.

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| **Group Two: Teaching Learning / Standard Seven: Instruction****Indicator 7.1 Flexible Instruction:**Instruction is monitored and adjusted to meet individual learner’s needs and the institution’s learning expectations. |
| **Indicator 7.1.A** | Flexible Instruction (K-12 Accreditation Manual, Page 130) |
| **a)** **Educators, Instructors, Teaching Staff** consistently use current and relevant data across all content areas, including the importance of the contributions of the global community. |
| 1) Which ranking best describes the Institution for Indicator 7.1.A(a)?  Highly Functional Operational Emerging Not Evident |
| 2) Provide a narrative for Indicator 7.1.A(a)\*Include references to evidence that support the narrative: i.e., Staff Training Material, Professional DevelopmentCurrent and relevant data refers to assessments we’re doing in the classroom. While “formal” assessments are a part of this, the more current data is most often feedback we’re getting from students as we engage with them when we’re presenting material, daily and weekly assignments etc. If the data is a formal assessment after three weeks of lectures, then it may be relevant but not current.The focus question here is what current and relevant data we are collecting both on a daily interaction basis, weekly at the end of chapter, etc.  |
| **b)** **Educators, Instructors, Teaching Staff** employ a clearly defined process to monitor and adjust instruction to ensure individual learner’s needs are being consistently met. |
| 1) Which ranking best describes the Institution for Indicator 7.1.A(b)?  Highly Functional Operational Emerging Not Evident |
| 2) Provide a narrative for Indicator 7.1.A(b) \*Include references to evidence that support the narrative.Moving to the administrative level what is our defined process to monitor and adjust instruction? Examples of evidence would be the professional development training that we expose our staff to either over the summer before the start of the school year or throughout the school year based on the system, wide expectations, and norms. |
| **c)** **Educators, Instructors, Teaching Staff** align content delivery to ensure the institution’s learning expectations are met. |
| 1) Which ranking best describes the Institution for Indicator 7.1.A(c)?  Highly Functional Operational Emerging Not Evident |
| 2) Provide a narrative for Indicator 7.1.A(c). \*Include references to evidence that support the narrative.It should go without saying that the school and all staff are aligning content delivery based on the institutions learning expectations, specified curriculum and not the expectations of a specific teacher or a parent. Input of our parents is valuable, but the parents have enrolled their students into a specific institutions program based on the schools’ published expectations. The classroom is not to be modified specifically for Johnny’s mom’s expectations.One of the greatest challenges of the widely available scholarships in Florida, is that we often have families who want to enroll in our school not because our program is the correct fit for them but it’s the closest, they can find. The danger is, we could be motived to modify our program to meet those students for which it was not designed thereby robbing the students of the full benefits of the program that was designed to meet their need. |

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| **Group Two: Teaching Learning / Standard Seven: Instruction****Indicator 7.1 Flexible Instruction:**Instruction is monitored and adjusted to meet individual learner’s needs and the institution’s learning expectations. |
| **Indicator 7.1.B** | Individualization of Instruction (K-12 Accreditation Manual, Page 131) |
| **a)** **Educators, Instructors, and Teaching Staff** consistently implement effective, individualized instructional strategies giving the learner access and choice in academic and non-academic opportunities according to their grade level. |
| 1) Which ranking best describes the Institution for Indicator 7.1.B(a)?  Highly Functional Operational Emerging Not Evident |
| 2) Provide a narrative for Indicator 7.1.B(a) \*Include references to evidence that support the narrative.The first set of evidence is the training that you have done with your teaching staff based on your schools’ expectations and individual student learning styles and needs. This can be evidenced by listing specific training in the content of those trainings that apply to this indicator. Are there examples of student choice, for example multiply choice in project topics for some assignments. This would also apply to course options and electives.This is the section is also where a meeting with your teachers, asking them to give you examples of how they implement affective individualized instruction strategies will provide you with a wide range of evidence to document. This is an ongoing practice in your school.  |
| **b)** **Educators, Instructors, and Teaching Staff** address individual learners’ needs based on deliberate and purposeful planning according to the expected sequencing of courses. |
| 1) Which ranking best describes the Institution for Indicator 7.1.B(b)?  Highly Functional Operational Emerging Not Evident |
| 2) Provide a narrative for Indicator 7.1.B(b) \*Include references to evidence that support the narrative.Part one: Specific training on the system used by every member of the team, on engaging in purposeful planning. (Admin manual, specific training etc.)Part two: Assuming this is a documented practice of your institution, your teachers and teaching staff should be able to provide you with a wide range of specific examples. |

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| **Group Two: Teaching Learning / Standard Seven: Instruction****Indicator 7.2 Preparing Students for Success:**The Institution provides programs and services for learners’ educational future and career planning. |
| **Indicator 7.2.A** | Preparing Students for Success (K-12 Accreditation Manual, Page 134) |
| **a)** **The Institution** identifies and implements comprehensive career planning programs and services for all learners. |
| 1) Which ranking best describes the Institution for Indicator 7.2.A(a)?  Highly Functional Operational Emerging Not Evident |
| 2) Provide a narrative for Indicator 7.2.A(a) \*Include references to evidence that support the narrative:Does the program offer just a “Standard” high school diploma, or is there a track for College Prep, and or Career prep as well? How are the programs designed based on the student population that the school serves?What is the structure of the guidance office, and how does the counseling of each student differ and or adjust to the different career plans of students? |
| **b)** **The Institution** has a clear focus on identifying strengths and interests of individual learners as a part of the future planning process. |
| 1) Which ranking best describes the Institution for Indicator 7.2.A(b)?  Highly Functional Operational Emerging Not Evident |
| 2) Provide a narrative for Indicator 7.2.A(b) \*Include references to evidence that support the narrative:What are the questions about future plans are asked by the guidance office?How is that information included in the planning process for each student?What if any aptitude assessments are provided for the students?How is interest communicated and documented for both the student and the parents? |
| **c)** **The Institution** provides support their career planning and/or educational success at the next level. |
| 1) Which ranking best describes the Institution for Indicator 7.2.A(c)?  Highly Functional Operational Emerging Not Evident |
| 2) Provide a narrative for Indicator 7.2.A(c) \*Include references to evidence that support the narrative: What course selection do you make available for students that are planning to go to college? How do those courses vary for a student that might have goals for a technical career or a construction career, admission to a vocational school?What is the academic progression? Algebra 1, Geometry, Algebra 2, to advanced math calculus or college algebra for those on a college prep track. Do the options change for different college majors?What about those that may choose a computer or cyber security track, how is their success at the next level planned for and measured? |

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| **Group Two: Teaching Learning / Standard Seven: Instruction****Indicator 7.2 Preparing Students for Success:**The Institution provides programs and services for learners’ educational future and career planning. |
| **Indicator 7.2.B** | Student Goals and Achievements (K-12 Accreditation Manual, Page 135) |
| **a)** **The Institution** assists all learners in developing and documenting their personal goals and achievements including a wide range of credible resources and materials that engage students in the future planning process. |
| 1) Which ranking best describes the Institution for Indicator 7.2.B(a)?  Highly Functional Operational Emerging Not Evident |
| 2) Provide a narrative for Indicator 7.2.B(a) \*Include references to evidence that support the narrative.Helping students set and refine personal goals and helping them to develop a path that gets them to admission and successfully completing that academic program whether it be at the prestigious College or a vocational school what does that process look like on an individual basis? What does that documentation look like?Is this in the High school planning guide? |
| **b)** **The Institution** provides guidance that provides access to a variety of choices from both academic and non-academic opportunities that meet individual student interests to support their success at the next level. |
| 1) Which ranking best describes the Institution for Indicator 7.2.B(b)?  Highly Functional Operational Emerging Not Evident |
| 2) Provide a narrative for Indicator 7.2.B(b) \*Include references to evidence that support the narrative.What assistance is provided to students who may be open to apply to a prestigious College? Do they have help writing essays to college admission, process courses and training to help them score higher on ACT or SAT test? College is my offer the degree type that they want how are those college is ranked what percentages of their students graduate with a degree what is the cost of one college that may offer the program compared to another college that office the same program?Does the school document things like community service or other awards? Does the guidance office help them find and apply for scholarships and or write recommendation letters? That’s just a partial list of some of the resources and materials that might be needed for a college. What about those that are going technical route does the school provide practice PERT test for example. |
| **c)** **The Institution** provides adequate planning for high school graduation and post high school success. |
| 1) Which ranking best describes the Institution for Indicator 7.2.B(c)?  Highly Functional Operational Emerging Not Evident |
| 2) Provide a narrative for Indicator 7.2.B(c). \*Include references to evidence that support the narrative.Making sure students understand the requirements for graduation, the individualized track they are on, whether it’s a college preparatory track or whether it’s a career preparatory track. In preparation does not start at the ninth-grade level. It starts in upper Elementary has a clear focus at the middle school level and is a very intensive and personalized at the high school level.At minimum evidence includes but not limited to would include:The High School Planning Guide, the individualized high school planner that every high school student should have. |

NOTE: Refer to the Appendix in the FCCPSA K-12 Accreditation Manual for:

Minimum Graduation Requirements, and program options which apply here.

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| **Group Two: Teaching Learning / Standard Seven: Instruction****Indicator 7.3 Student Needs Analysis:** The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students. |
| **Indicator 7.3.A** | Formal Student Needs Analysis. (K-12 Accreditation Manual, Page 138) |
| **a)** **The Institution** consistently implements a formalized process for the identification of students who need additional assistance, services, and resources. |
| 1) Which ranking best describes the Institution for Indicator 7.3.A(a)?  Highly Functional Operational Emerging Not Evident |
| 2) Provide a narrative for Indicator 7.3.A(a) \*Include references to evidence that support the narrative.Formal process means it is written down in an administrators or operations manual or guide. Some of the typical points will be the training that the school invests in for instructors and counselors to identify students who may need additional assistance, services, and resources.Clear documentation on what services that may be detailed on an IEP or 504 plan, but not depending on those documents as complete or current. Clear documentation and training on what services the school is able to provide in house. |
| **b)** **The Institution** has a documented referral system in place to address identified needs. (Internal and external) |
| 1) Which ranking best describes the Institution for Indicator 7.3.A(b)?  Highly Functional Operational Emerging Not Evident |
| 2) Provide a narrative for Indicator 7.3.A(b) \*Include references to evidence that support the narrative.What is the process when a staff person counselor or teacher identifies a need or suspects that there is a need. What is that process to evaluate the need and complete a referral and to begin providing those services to the student either internally or externally. If it’s a need the school cannot provide what is the process including a list of services available in the area that is provided to the family. |
| **c)** **The institution** regularly trains faculty and staff to identify needs, differentiate instruction, engage atypical learners, and work with parents to ensure each student’s individual success in both academic and non-academic experiences. |
| 1) Which ranking best describes the Institution for Indicator 7.3.A(bc?  Highly Functional Operational Emerging Not Evident |
| 2) Provide a narrative for Indicator 7.3.A(c) \*Include references to evidence that support the narrative.Now that we have established the school has a system for identifying addition needs, please provide details about the specific training on the system that has been provided to your staff. The training has many aspects as listed above including but not limited to:* Identification of the need for additional assistance.
* Training teachers in differentiate instruction, (Factoring *students’ individual learning styles and levels of readiness first*before*designing a lesson plan.)*
* Engaging atypical learners in the classroom
* Policies and procedures for communication and partnership with parents to ensure each students success.
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| **Group Two: Teaching Learning / Standard Seven: Instruction****Indicator 7.3 Student Needs Analysis:**The Institution implements, evaluates and monitors processes to identify and address the specialized social, emotional, developmental and academic needs of students. |
| **Indicator 7.3.B** | Provision of Resources (K-12 Accreditation Manual, Page 139) |
| **a) The Institution** consistently utilizes internal and external resources, of professional development to provide customized training of all instructional staff to address the specialized needs of students. |
| 1) Which ranking best describes the Institution for Indicator 7.3.B(a)?  Highly Functional Operational Emerging Not Evident |
| 2) Provide a narrative for Indicator 7.3.B(a) \*Include references to evidence that support the narrative.Resources of professional development, includes the budget process to provide the needed resources, time for staff to take advantage of the training. As well as the expertise with those qualified to provide the training. |
| **b)** **The Institution** has a system to monitor and evaluate all academic programs using active input of teaching staff to identify and address instructional, environment or other relevant issues that may impact student learning. |
| 1) Which ranking best describes the Institution for Indicator 7.3.B(b)?  Highly Functional Operational Emerging Not Evident |
| 2) Provide a narrative for Indicator 7.3.B(b) \*Include references to evidence that support the narrative.The focus area is student needs analysis what is the school’s system to monitor and evaluate all academic programs? This is not limited to students with special needs. This is to evaluate all academic programs, so we are including every classroom every teacher.How often are classrooms observed? What is on the formal classroom assessment that is used? Is it focused on the teacher and whether the teacher is following the lesson plan or is it focused on learner engagement, what the student is experiencing in the classroom? Are students engaged in the material being presented, is the student demonstrating mastery of the material being taught.Again, this is an area where your teachers and or you’re the staff person who’s in charge of training monitoring, and supervising teachers should be able to provide multiple examples of classroom monitoring, and the assessments that are used to address instructional issues that may impact student learning. |
| **c)** **The Institution** uses relevant data to regularly modify and adjust student services. |
| 1) Which ranking best describes the Institution for Indicator 7.3.B(c)?  Highly Functional Operational Emerging Not Evident |
| 2) Provide a narrative for Indicator 7.3.B(c) \*Include references to evidence that support the narrative.When it is determined that student services need to be adjusted, what relevant data is used to make those modifications? Depending on the classroom dynamics, it could be expected to see weekly modifications and adjustment to the student services. Examples of data include but are not limited to input from teachers about student learning and progression, classroom observations by supervisors, assessments in the classroom, both formal and informal to name a few.As is common for this specific indicator and standard multiple examples are typically available from your teaching staff on this point. Having a training session where the assignment is for teachers to provide examples is also a great way to have cross training among your classroom instructors. |

NARRATIVE QUESTIONS: GROUP TWO: STANDARD SEVEN: INSTRUCTION

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| See page 141K-12 Manual | Group Two: Teaching LearningStandard Seven: Instruction Focus Questions |
| ***7.1:*** *What would you identify as your greatest strategy for identifying students that need extra help in the classroom and how do you adjust to meet these students’ needs?* |  |
| ***7.2:***  *What career planning strategies do you implement as a school and how do you communicate the importance of such programs to parents and students?* |  |
| ***7.3****: Sometimes students need assistance that goes beyond implementing classroom strategies for academic success. What referral process does your school have to identify and assist students who need special services, assistance, and resources to be successful?*  |  |

IMPROVEMENT QUESTIONS: GROUP TWO: STANDARD SEVEN: INSTRUCTION

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| See page 141K-12 Manual | Group Two: Teaching LearningStandard Seven: Instruction Strength, Quality, Weakness and Improvement Questions |
| 7S: Areas of Strength:*What are your areas of greatest strength and why?* |  |
| 7Q: Maintaining Quality:*What actions are you implementing to sustain your areas of strength?* |  |
| 7W: Areas of Weakness:*What are your areas of weakness and why?* |  |
| 7I: Plans for Improvement:*(Administration): What are your plans for improvement?* |  |

Evidence Required for Standard Seven:

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