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| Florida Coalition of Christian Private Schools Accreditation  K-12 Accreditation Self-Study Workbook 5.1 Group Three: Resource Allocation / Budget  Standard Nine: Resources Designated to Professional Learning    P. O. Box 5100 Deltona, Florida 32728-5100 Phone: 386-218-5310  www.fccpsa.org E-Mail: joe.gibilisco@fccpsa.org |

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

# **Group Three: Resource Allocation and Budget**

**Standard Seven: Resources Designated to Professional Learning**

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

**Group Three: Resource Allocation and Budget:**

* The use and distribution of resources support the stated mission of the institution.
* Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed.
* The utilization of resources includes support for professional learning for all staff.
* The Institution examines the allocation and use of resources to ensure appropriate levels of:
* funding,
* sustainability,
* organizational effectiveness and
* increased student learning.

Standard Nine: Resources Designated to Professional Learning:   
**The Institution has programs in place to bring all staff members:**

**1) into the culture of the school,**

**2) receive appropriate training, and**

**3) provide opportunities for professional learning to ensure:**

**They have the knowledge and skills necessary to improve learner achievement and organizational effectiveness.**

Indicator 9.1: Use & Quality of Data for Professional Learning  
The Institution plans and delivers professional learning to improve the learning environment, learner achievement and the Institution’s effectiveness.

Indicator 9.2: Resources for Professional Learning  
The Institution’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

Indicator 9.3: On-Going professional Learning & Evaluation  
The Institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.

"*As every man hath received the gift, [even so] minister the same one to another, as good stewards of the manifold grace of God."* 1 Peter 4:10

**Perspective:** Evaluating the Institution’s plan and delivery of Professional Learning. Data collection and review of the Induction, mentoring and coaching processes used.

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| **Group Three: Resource Allocation and Budget**  **Standard Nine: Resources Designated to Professional Learning**  **Indicator 9.1 Use & Quality of Data for Professional Learning:** The Institution plans and delivers professional learning to improve the learning environment, learner achievement and the Institution’s effectiveness. | |
| **Indicator 9.1.A** | Use of Data for Professional Learning (K-12 Accreditation Manual, Page 158) |
| **a)** **The Institution** plans and evaluates the effectiveness of its professional development program, using analyzed current and trend data. | |
| 1) Which ranking best describes the Institution for Indicator 9.1.A(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 9.1.A(a) \*Include references to evidence that support the narrative.  How deliberate is the plan or structure that you have for deciding what professional development is needed?  Sample Evidence: Admin Manual with details.  What data do you collect and analyze to decide what is the continent of professional development that every staff person will be required to participate in?  Sample Evidence: Classroom Observations, Internal System needs (Student Management System for example) Student Progress Reports etc.  What data do you collect and analyze to determine what individual staff members may need in the form of professional development to achieve the institutions, goals, or effectiveness with regards to the individual staff member?  Sample Evidence: Job performance evaluations. | |
| **b)** **The Institution** uses the results of professional development to improve practice and learner achievement and increase content and pedagogical knowledge and organizational effectiveness. | |
| 1) Which ranking best describes the Institution for Indicator 9.1.A(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 9.1.A(b) \*Include references to evidence that support the narrative.  Referencing the schools, continuous improvement plan can we track job performance evaluations, classroom observations or other data that led us to implement a specific set of professional development training and then through reevaluation of those areas of concern requiring improvement we document the progress has been made based on that professional learning that led to higher learner achievement, organizational effectiveness, etc. multiple examples should be provide here. | |

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| **Group Three: Resource Allocation and Budget**  **Standard Nine: Resources Designated to Professional Learning**  **Indicator 9.1 Use & Quality of Data for Professional Learning:** The Institution plans and delivers professional learning to improve the learning environment, learner achievement and the Institution’s effectiveness. | |
| **Indicator 9.1.B** | Quality of Professional Learning Experiences (K-12 Accreditation Manual, Page 159) |
| **a)** **The Institution** delivers relevant, and job embedded professional development. | |
| 1) Which ranking best describes the Institution for Indicator 9.1.B(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 9.1.B(a) \*Include references to evidence that support the narrative.  Is the professional development that is being provided by the institution relevant and job embedded?  Another way of saying this would be can you make the case for each piece of professional development that has been added to the teaching staff or administrative staff file that the professional development is directly related to that individual’s job description. (Or did they attend the seminar because it sounded interesting?)  Sample Evidence:  Chart linking job description duties, to specific continuing education units. | |
| **b) The Institution** has a documented process to monitor professional learning experiences to ensureall staff members to improve their practice and achieve institutional goals. | |
| 1) Which ranking best describes the Institution for Indicator 9.1.B(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 9.1.B(b) \*Include references to evidence that support the narrative.  Step one is that we have a professional development plan.  Step two is we collect data on with that professional development should be.  Step three is we have a documented process to monitor the professional learning experiences of all staff.  Note it is not just the teaching staff but all staff because the goal is to improve every member of the teams individual practice, to meet the achievement goals of the institution which includes an efficient, registrar and office and guidance, office and counseling services and maintenance team etc.  In the narrative tell us what is in the Admin Manual on this process, who monitors the process, where is it documented?  <https://www.schoolmission.net> | |

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| **Group Three: Resource Allocation and Budget**  **Standard Nine: Resources Designated to Professional Learning**  **Indicator 9.2 Resources for Professional Learning:** The Institution’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness. | |
| **Indicator 9.2.A** | Professional Learning Program (K-12 Accreditation Manual, Page 162) |
| **a)** **All Professional Staff Members** participate in structured, accountable learning communities that focus their discussions on data analysis. | |
| 1) Which ranking best describes the Institution for Indicator 9.2.A(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 9.2.A(a) \*Include references to evidence that support the narrative:  In 9.1 we talked about the data and content of professional development, now we move into a discussion of the format of process. What does it look like?  Are you staff sitting in a room being lectured 100% of the time, or are they participating in a structured community as a team?  What is that structure? (Who, What, When, Where and How.)  How is it accountable to each other and the administration?  What are some examples of the focus or topics being covered, and how are they documented?  How is this training focused on data analysis, that is specific to the institution? | |
| **b)** **All Professional Staff Members** use the results of their analyses to improve learner performance and organizational effectiveness. | |
| 1) Which ranking best describes the Institution for Indicator 9.2.A(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 9.2.A(b) \*Include references to evidence that support the narrative:  Once we understand the structure of the “learning community” detailed above, we must evaluate to see if it results in improvement in learner performance and or organization effectiveness.  So, we are looking for examples of the learning community working together on professional development and or systems analysis that can be linked to measurable improvement.  Examples from both the student improvement side, and organizational effectiveness should be provided here. | |

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| **Group Three: Resource Allocation and Budget**  **Standard Nine: Resources Designated to Professional Learning**  **Indicator 9.2 Resources for Professional Learning:** The Institution’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness. | |
| **Indicator 9.2.B** | Provision of Resources for Professional Learning (K-12 Accreditation Manual, Page 163) |
| **a)** **The Institution** consistently allocates ample resources for professional learning. | |
| 1) Which ranking best describes the Institution for Indicator 9.2.B(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 9.2.B(a) \*Include references to evidence that support the narrative.  Ample Resources would include but is not limited to:  The school’s budget to pay for training.  Providing the needed time for staff members to engage in training.  Providing the appropriate trainers or system training. | |
| **b)** **The Institution** provides both formal and informal structures for collaboration to improve learner performance. | |
| 1) Which ranking best describes the Institution for Indicator 9.2.B(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 9.2.B(b) \*Include references to evidence that support the narrative.  **Formal:** Instructor-Led, typically scheduled in groups both large and small, specific agenda or topic to be covered.  **Informal:** May have a specific leader, but all have an equal opportunity for input, the group tends to be small, a specific topic may be included, but the steps to a solution, are dependent on the community for input and solutions.  Provide examples of both Formal and Informal opportunities for collaboration to improve learner performance. | |

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| **Group Three: Resource Allocation and Budget**  **Standard Nine: Resources Designated to Professional Learning**  **Indicator 9.3 On-Going Professional Learning & Evaluation:** The Institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness. | |
| **Indicator 9.3.A** | Program for New Staff (K-12 Accreditation Manual, Page 166) |
| **a)** **The Institution** provides, monitors, evaluates, and modifies induction and mentoring programs designed specifically for all new staff. | |
| 1) Which ranking best describes the Institution for Indicator 9.3.A(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 9.3.A(a) \*Include references to evidence that support the narrative.  Each school has a unique “Culture” and system of operations.  The program for new staff should include training in the schools’ operations like the student management system, but also school policy that is based on the school vision and mission. (Culture)  Reading the “Staff Manual” is not the same thing as a detailed induction program, that really engages with new staff on the why that goes with every policy.  Example:  Listing of the topics covers specifically with new staff, not including topics that are covered with all staff, including who does the training and the amount of time spent with the new staff on the training. | |
| **b)** **The Institution** includes performance expectations that are designed to meet individual needs. | |
| 1) Which ranking best describes the Institution for Indicator 9.3.A(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 9.3.A(b) \*Include references to evidence that support the narrative.  A detailed job description will take you a long way in knowing what the performance expectations are for each staff person. Examples to include for this section, would be the evaluation forms and procedures used for each job title. | |

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| **Group Three: Resource Allocation and Budget**  **Standard Nine: Resources Designated to Professional Learning**  **Indicator 9.3 On-Going Professional Learning & Evaluation:** The Institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness. | |
| **Indicator 9.3.B** | On-Going Professional Learning for **All Staff** (K-12 Accreditation Manual, Page 167) |
| **a)** **The Institution** provides, monitors, evaluates, and modifies coaching and modeling programs for all staff. | |
| 1) Which ranking best describes the Institution for Indicator 9.3.B(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 9.3.B(a) \*Include references to evidence that support the narrative.  In 9.1.A we asked for the details of the Professional Development System. Here we are asking how that system is:  monitored (who oversees it on a day-to-day basis)  evaluated (who or what body collects data to see if its working as intended)  modifies (has the authority to make changes and what does that process look like) | |
| **b)** **The Institution** addresses unique professional practices and organizational expectations for all staff through guidance, support and feedback from peers and leaders. | |
| 1) Which ranking best describes the Institution for Indicator 9.3.B(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 9.3.B(b) \*Include references to evidence that support the narrative.  Who or what group provides the guidance on the requirements that the institution has in place for individual team members with regard to professional development?  How is that guidance and support documented?  What feedback from peers and leaders is communicated to staff members, and in what format? | |

NARRATIVE QUESTIONS: GROUP THREE: STANDARD NINE: PROFESSIONAL LEARNING

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| See page 169  K-12 Manual | Group Three: Resource Allocation and Budget  Standard Nine: Resources Designated to Professional Learning  Focus Questions |
| ***9.1:*** *Describe your professional development program and how you monitor its effectiveness in student learning.* |  |
| ***9.2:*** *Describe how your school supports the teachers working in a specific area*  *(i.e., elementary teachers, math department, virtual school, etc.) as it pertains to training and collaboration and what resources are allocated to see that these opportunities continue to benefit your school?* |  |
| ***9.3:*** *Describe your program for new staff development and training and how you prepare them for your school’s unique professional practices.* |  |

IMPROVEMENT QUESTIONS: GROUP THREE: STANDARD NINE: PROFESSIONAL LEARNING

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| See page 169  K-12 Manual | Group Three: Resource Allocation and Budget  Standard Nine: Resources Designated to Professional Learning  Strength, Quality, Weakness and Improvement Questions |
| 9S: Areas of Strength:  *What are your areas of greatest strength and why?* |  |
| 9Q: Maintaining Quality:  *What actions are you implementing to sustain your areas of strength?* |  |
| 9W: Areas of Weakness:  *What are your areas of weakness and why?* |  |
| 9I: Plans for Improvement:  *(Administration): What are your plans for improvement?* |  |

Evidence Required for Standard Nine:

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