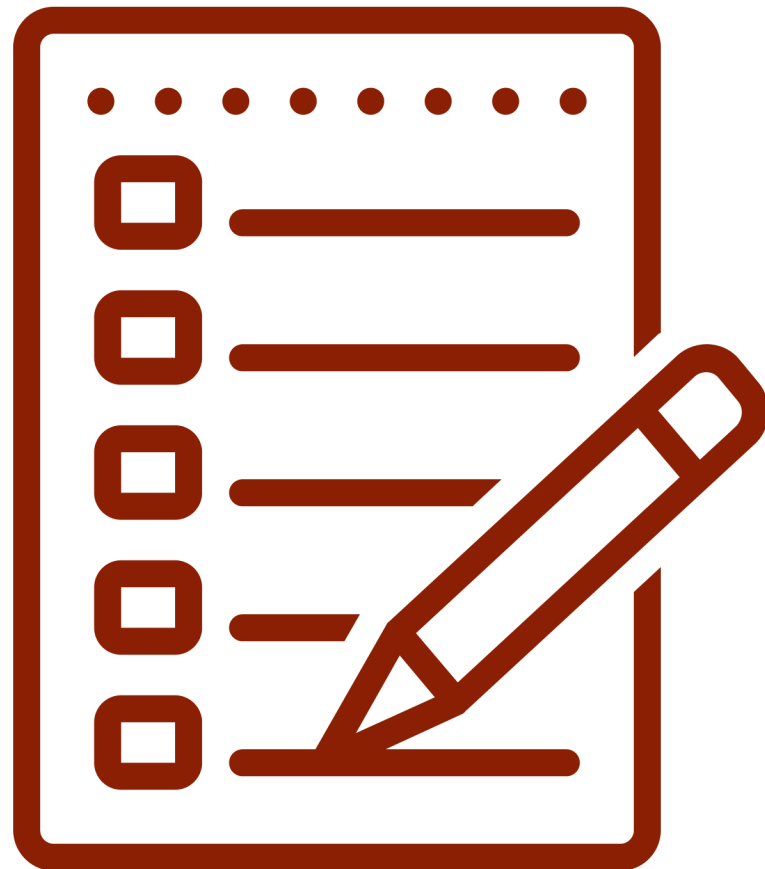# Team Member Training

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Welcome

Session Agenda

- Welcome and Introduction
- Pre-Visit Responsibilities
- ELEOT Observations
- Conducting Interviews
- Team Collaboration Meetings
- Writing the Report
- Wrapping it Up

ICAA

Who We Are

ICAA is dedicated to advancing the cause of Christian education through an accreditation process that effects quality education and continuous improvement in a school within the context of its Christian mission and establishes a reliable witness to the quality of education to the glory of God.

christian quality mission external
reliable voluntary improvement
validity vision context witness

ICAA

Introduction

Visit Responsibilities

1. Arrange travel and <u>communicate</u> diligently with the Lead Evaluator and school representatives.
2. Conduct pre-visit document <u>review</u> and <u>initial evaluation</u>.
3. Observe classrooms using <u>ELEOT</u> 2.0 tool.
4. Engage stakeholders in a quality <u>interview</u> process.
5. <u>Update</u> evaluation document as necessary.
6. <u>Participate</u> in reflection and discussion during team meetings.
7. Assist in <u>writing</u> the External Review Report.

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Pre-Visit

Lead Evaluator (LE) and School Communication

- Honor the LE.
- The LE will assign standards by perceived strength.
- Copy LE on all email correspondence.

Review Materials

- Review all evidence presented for your domain.
- Read and be familiar with other key documents: Self-Assessment, School Improvement Plan, and Survey Data Reports

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Pre-Visit

Conduct Intial Evaluative Review

- Stay focused on the school's mission and vision. This is the lens for the review.

- When reviewing the materials mark appropriate inicator settings.

- Arrive on site with your initial draft findings.

- Document questions that you will need to ask.

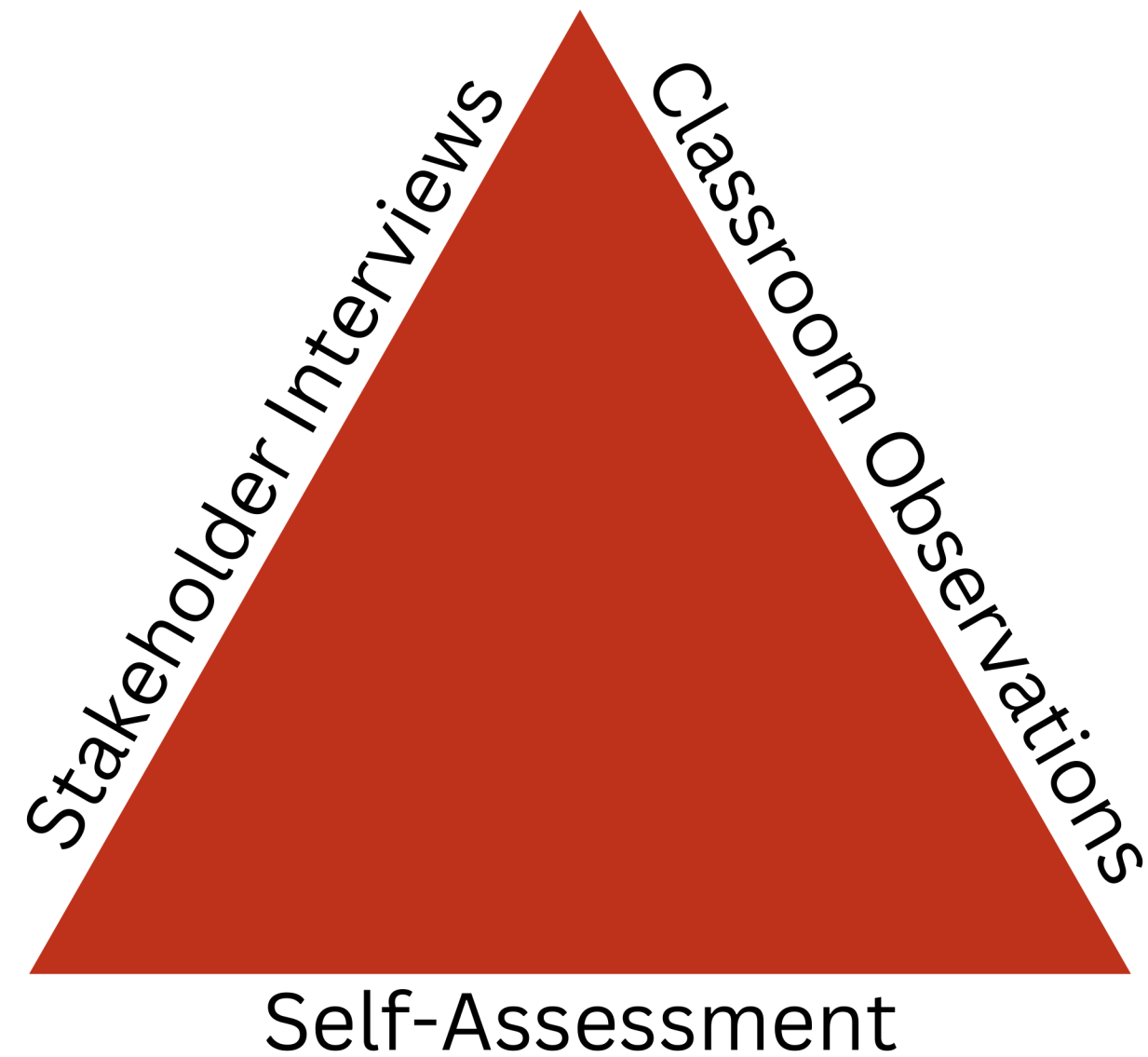- Consider what information might need to be requested.

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Pre-Visit

	Standard 3.1. The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	A1	If the institution has a process for planning and delivering professional learning, check all the confirmed characteristics of the process that apply.	contains evaluation for effectiveness	uses results to improve practice	uses results to improve learner achievement	uses results to increase content knowledge	uses results to increase pedagogical knowledge	uses results to increase organizational effectiveness	none of these found
1										
2										
3		A2	Which descriptor best describes sources of data used to plan and deliver professional learning?	data from a variety of academic and non-academic sources	data from evaluation and supervision processes	data from a limited number of sources	no data evident in planning			
4										
5		B3	How many staff members receive relevant and job-embedded professional learning to improve their practice?	most	many	some	few			
6										
7		B4	How many staff members receive relevant and job-embedded professional learning to achieve institutional goals?	most	many	some	few			
8										
9		B5	How often do staff members receive relevant professional learning?	regularly and frequently	regularly but not frequently	sometimes	Rarely			
10										
	Standard 3.2.									

ELEOT 2.0

What the ELEOT is:

1. A tool to observe the classroom environment in relationship to ICAA domain indicators.
2. Written from the student perspective and focuses on student engagement.

What the ELEOT is NOT:

1. A teacher observation and evaluation tool.
2. Effective in assessing teacher performance.

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ELEOT 2.0

Student engagement is rated in 7 learning environments (contexts)

1. Equitable Learning Environment
2. High Expectations Environment
3. Supportive Learning Environment
4. Active Learning Environment
5. Progressive Monitoring and Feedback Environment
6. Well-Managed Learning Environment
7. Digital Learning Environment

ELEOT 2.0

ELEOT 2.0 Ratings Guide

In Order of Importance		VERY EVIDENT 4	EVIDENT 3	SOMEWHAT EVIDENT 2	NOT OBSERVED 1
	Routine and Systemic	Clearly understood, familiar practice and a regular part of the classroom environment	Generally understood practice but not completely routine	Singularly used practice and/or not part of the regular routine	Not observed
	Quality of Application	Deep and more complex application of item	Moderate to some complex application of item	Superficial or simple application of item	No application of item
	Quantity of Students Applying Them	All or most students are applying item	At least half of students are applying item	Some or only a few students are applying item	No students are applying item
	Frequency of Application	The item is observed with high frequency	The item is observed with moderate frequency	The item is observed once or very few times	Not observed

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ELEOT 2.0

Environment Item	Observe Learners…	Listen for Learner to Say…
A.1. Learners engage in differentiated learning opportunities and/or activities that meet their needs.	• Working in small groups, whole groups, or individually • Completing activities/experiences that are varied depending on understanding of content, student needs or student interests	• "The concepts are easier to understand when I use a concept map." • "I need to have a better understanding of this before I go to the next activity."
B.2. Learners engage in activities and learning that are challenging but attainable.	• Organizing information to make meaning of content • Locating and using classroom resources • Referencing sample work or teacher presented examples	• "This question makes me think about other people's opinions before I develop my own." • "I have never had to add so many different numbers!"

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ELEOT 2.0
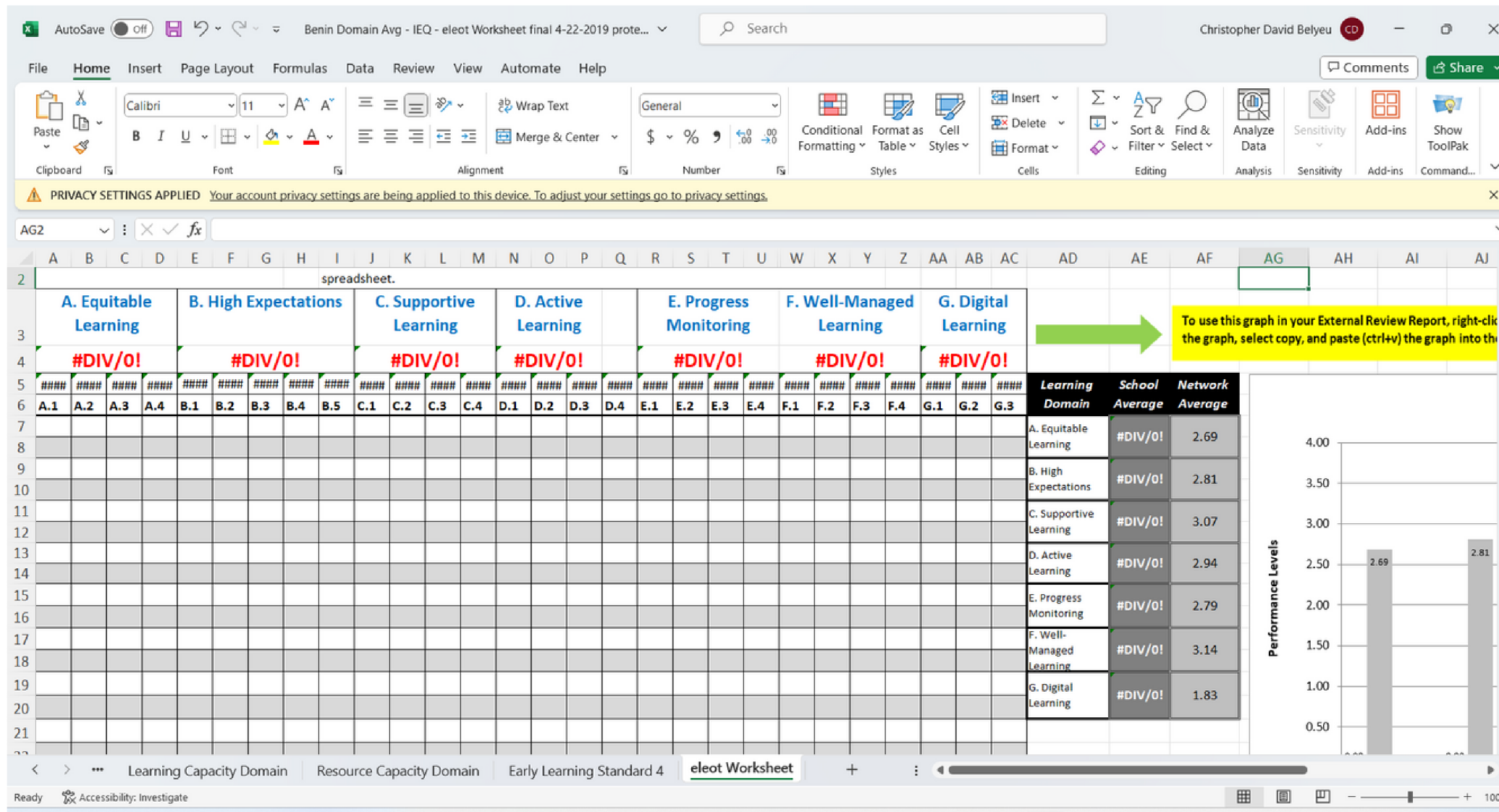
Learning Domain	Network Average
A. Equitable Learning	2.69
B. High Expectations	2.81
C. Supportive Learning	3.07
D. Active Learning	2.94
E. Progress Monitoring	2.79
F. Well- Managed Learning	3.14
G. Digital Learning	1.83

Stakeholder Interviews

Stakeholder Groups
1. Administrators
2. Board Members/Pastor
3. Parents
4. Students
5. Teachers
6. Possibly Alumni

PURPOSE: Gather information, not "catching" people.

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Stakeholder Interviews

Preparation
1. Create a list of questions while reviewing documents.
2. Prioritize your questions.
3. Be sure that questions are informing your standard review.
4. Ask questions that are broad enough to learn but specific enough to gather what you need.
5. Remember that you are identifying systemic information, not information about individuals.

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Stakeholder Interviews

Atmosphere

1. Help stakeholders feel comfortable by introducing yourself personally. Let them know which domain you are working with and how you appreciate their help in this important part of the accreditation process.
2. Cultivate a conversational, comfortable environment.
3. Share the time with other team members.
4. Use the "Sandwich Method," beginning and ending with positive feedback. Help them feel more confident with the school.
5. Take notes! You will gather a lot of information and will need them.
6. End with prayer.

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Stakeholder Interviews

Sample Questions

1. What is it about ABC School that you are the most blessed by?
2. If you could change one thing about your school that would bring the greatest impact to the school, what would that be in your opinion?
3. What is your biggest prayer request for ABC School?
4. If you are having difficulty with someone at school, what do you do to resolve the conflict?
5. If I were a teacher at ABC School and I had discovered a new research-based system that would improve student learning, how would I seek to implement it?

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Team Collaboration Meetings

Rally Points

1. Saturday Evening (Church Sponsored Schools)
2. Sunday Evening
3. Monday Lunch
4. Monday Evening
5. Tuesday Morning Work Session

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Team Collaboration Meetings

Etiquette

1. Enjoy professional-spiritual fellowship.
2. Seek first to listen and then be understood.
3. Always refer to the standards.
4. Defer to the LE.
5. Listen and work.
6. Ask for help.
7. Offer help to others when possible.

Team Collaboration Meetings

Determining Accreditation Status

Accredited	The school meets all Assurances. Each Domain average (including the Early Learning Standard overall average if the school has ages/grades below 5-year-old Kindergarten included in ICAA accreditation) is at or above 2.00.
Accredited on Advisement	The school does not meet all Assurances and/or only 1 Domain average (including the Early Learning Standard overall average if the school has ages/grades below 5-year-old Kindergarten included in ICAA accreditation) is less than 2.00. Improvement Priorities will focus on area(s) of improvement so that the school performs at the next level in all substandard Domains. The school must report its progress to address each Improvement Priority in the ICAA Annual Report. If the school does not address the Improvement Priorities or fails to submit a required progress report, the school may be moved to another accreditation status. If the school fails to make sufficient progress on one or more uncompleted Improvement Priorities, it may be moved to Warned or Probation status.

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Team Collaboration Meetings

Determining Accreditation Status

|	
Accredited Warned	The school does not meet all Assurances and/or 2-3 Domain averages (including the Early Learning Standard overall average if the school has ages/grades below 5-year-old Kindergarten included in ICAA accreditation) are less than 2.00 – OR – the school has been Accredited on Advisement and has failed to adequately address the Improvement Priorities or report sufficient progress as required on the ICAA Annual Report or other progress report if required. The school is provided a year to demonstrate progress toward addressing the Improvement Priorities. If the Improvement Priorities have been sufficiently addressed, the school's Warned status may be removed. If the school does not sufficiently address the Improvement Priorities or fails to submit a required progress report, the school will be moved to Probation status. If all Improvement Priorities have been sufficiently addressed but still remain uncompleted, the school may remain on Warned status or may be moved to Advisement status.

Team Collaboration Meetings

Determining Accreditation Status

Accredited Probation	The school is conferred with Accredited Probation status if one of the following conditions is found: 1. The school does not meet all Assurances and/or at least 4 overall standard rating averages (including the Early Learning Standard overall average if the school has ages/grades below 5-year-old Kindergarten) are less than 2.00 – AND/OR – the resulting Improvement Priorities (Required Actions) are deemed to indicate a serious impact on the school's Christian identity or culture, leadership/governance, educational quality, viability, cause potential harm to students, prevent continuous improvement of the school, and/or limit the school's ability to fulfill its mission. 2. The school has been Accredited Warned and has failed to adequately address the Improvement Priorities or report sufficient progress as required on the ICAA Annual Report or other progress report if required. A school on Accredited Probation may be given up to one year to address the Improvement Priorities resulting in the Probation status. A special review team may be assigned to visit the school to assess progress on the Improvement Priorities with the authority to recommend to the ICAA Commission for Accreditation a change in the school's accreditation status.

Writing the Report

Preparing for the Report

1. Collaborate on emerging themes, identifying both strengths and improvement needs.

2. Lead Evaluator will combine all standard scores and ELEOT scorings into our proprietary formula.

3. Team members will be assigned a portion of the report to write formally in 3rd person.

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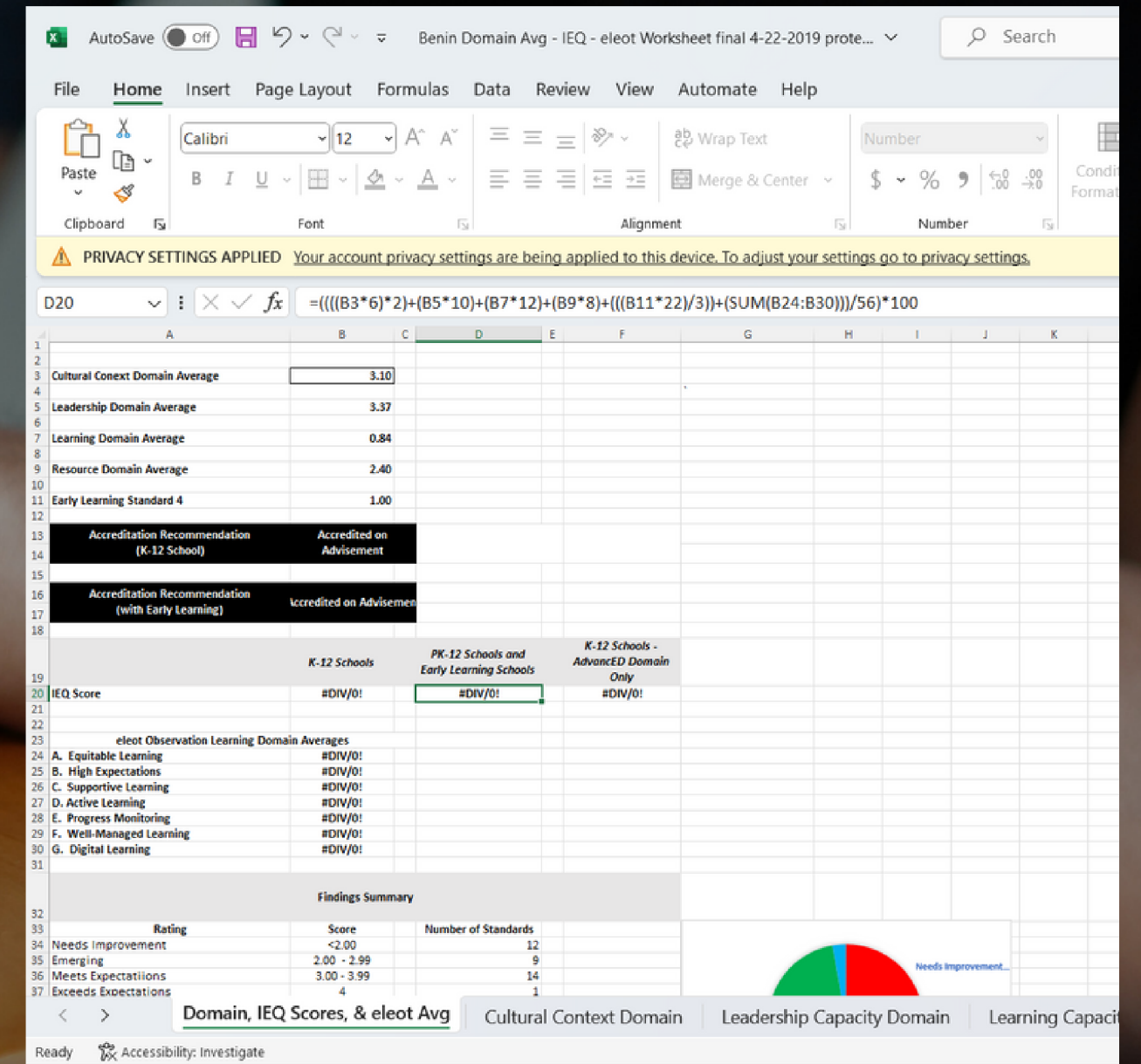
Writing the Report

Possible Actions

1. Powerful Practices
2. Areas for Improvement
3. Improvement Priorities

PURPOSE: What will improve this school to help them bring glory to God in fulfilling their mission and vision in a stronger way?

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Team Member Training

Writing the Report

Powerful Practice

Indicator 2.1 – **The governing body establishes policies and supports practices that ensure effective administration of the school**

Statement
The governing body recently established a development and accountability policy as well as a role and responsibility guide to help safeguard the successful administration of ABC Christian School.

Evidence and Rationale
The newly created board policies help ensure the effective administration of the school by detailing roles and responsibilities, board accountability and a head of school hiring plan. Board interviews and artifact reviews show an intentional direction through the use of this policy that provides safeguards related to the effectiveness of school administration and improves overall organizational effectiveness

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Writing the Report

Action Verb List

- Required actions must use verbs that are clearly related to ACTION.
- Verbs like consider, maintain, and continue are not acceptable.
- The verbs improve and implement are acceptable only when used with exactly what should be improved or implemented and contain a reference to measures.

Adapt	Construct	Explain	Mentor	Resolve
Address	Consult	Facilitate	Model	Respond
Adhere	Coordinate	Focus	Modify	Restore
Administer	Correspond	Follow	Monitor	Retrieve
Advise	Counsel	Form	Observe	Review
Align	Create	Formulate	Offer	Revise
Allocate	Critique	Gather	Organize	Schedule
Analyze	Delegate	Generate	Oversee	Screen
Anticipate	Demonstrate	Guide	Participate	Secure
Arrange	Deploy	Identify	Plan	Select
Articulate	Design	Implement	Prepare	Show
Assemble	Determine	Improve	Prioritize	Solicit
Assess	Develop	Incorporate	Produce	Specify
Assign	Devise	Increase	Promote	Structure
Attain	Direct	Inform	Provide	Supervise
Audit	Disaggregate	Initiate	Publicize	Supply
Budget	Disseminate	Inspect	Quantify	Support
Clarify	Display	Instruct	Question	Synthesize
Classify	Document	Integrate	Receive	Tabulate
Coach	Draft	Interpret	Recognize	Take
Collaborate	Edit	Interview	Recommend	Train
Collect	Eliminate	Introduce	Record	Translate
Commit	Employs	Investigate	Recruit	Update
Communicate	Enable	Involve	Refer	Upgrade
Compare	Engage	Listen	Release	Use
Compile	Enlist	Locate	Reorganize	Utilize
Conduct	Establish	Manage	Report	Validate
Consolidate	Evaluate	Meet	Research	Work

Tips to remember:

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Writing the Report

Improvement Priority #1

Indicator 3.5 – Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Statement
Develop and implement a formalized process to establish collaborative learning communities in which teachers meet and collaborate regarding instruction, assessment and student learning.

Evidence and Rationale
Evidence from documentation and interviews revealed that though the school's staff does participate in collaborative learning communities both formally and informally, effective collaboration directly related to improving results is minimal. A formalized process that clearly links the teacher's collaboration to improving instruction and student learning will help ensure continued improvement in instructional practice leading to improvement in student performance.

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Writing the Report

Improvement Priority #2

Indicator 5.3 – Professional and support staff are trained in the evaluation, interpretation and use of data.

Statement
Engage in a continuous process, beginning with professional development training for staff in the collection, analysis and use of data, to determine verifiable improvement in student learning, including readiness for the next level.

Evidence and Rationale
Evidence from artifacts and interviews revealed that the school currently uses a teacher observation tool. However, little or no evidence was provided demonstrating that staff are sufficiently trained in the evaluation and use of data. Although some training occurred, it was of little effect in prompting teachers to properly evaluate data. Formalized training of school staff in the proper collection, evaluation, interpretation, documentation and use of data will provide for greater focus leading to improvement in student learning. Requiring the formation of skill clusters for improvement based on data review would help teachers in providing practical suggestions for improving learning.

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Wrapping Up

- Presentation made to school leadership
- Team supports LE during presentation
- Prepare expense report to leave with school
- Remember confidentiality
- Plan to rest
- Email school to thank them in the next week.