|  |
| --- |
| Florida Coalition of Christian Private Schools Accreditation  K-12 Accreditation Self-Study Workbook 5.1 Group Two: Teaching Learning  Standard Five: The Learning Culture    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 Two: Teaching / Learning**

**Standard Five: The Learning Culture**

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

**Group Two: Teaching/Learning:**

* Icon

  Description automatically generated with medium confidenceThe 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 Five: The Learning Culture:**  
**All personnel are committed to the written core values of the school, and to creating a culture where the school’s values and beliefs about teaching and learning provide opportunities for creativity, innovation, collaboration, and the development of positive relationships that support student achievement.**

**Indicator 5.1: The Culture of Learning**  
Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution and the needs of individual students.

**Indicator 5.2: Quality Learning Activities**  
The learning culture promotes creativity, innovation and collaborative problem solving.

**Indicator 5.3: Communications Skills**   
The learning culture develops learners’ attitudes, beliefs and skills needed for success.

**Indicator 5.4 Student Advocacy**  
The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.

*"The disciple is not above his master: but every one that is perfect shall be as his master".* Luke 6:40

**Perspective The Learning Culture:** Evaluating the environment the student experiences, which develops the attitudes and skills needed for success.

|  |  |
| --- | --- |
| **Group Two: Teaching Learning / Standard Five: The Learning Culture**  **Indicator 5.1 The Culture of Learning:** Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution and the needs of individual students. | |
| **Indicator 5.1.A** | The **Culture** of Learning that the Student Experiences  (K-12 Accreditation Manual, Page 102) |
| **a) All students** experience personalized learning opportunities. | |
| 1) Which ranking best describes the Institution for Indicator 5.1.A(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.1.A(a)  \*Include references to evidence that support the narrative: i.e., Vision Mission Statements in published locations  If we asked a Catholic school what are the “learning priorities established by the institution” they would say:  Centered in the Person of Christ  Contributing to the Evangelizing Mission of the Church  Distinguished by Excellence  Committed to Educate the Whole Child  Steeped in a Catholic Worldview  Sustained by Gospel Witness  Shaped by Communion and Community  Accessible to All Students  So, we ask you, based on the Foundational Principles discussed in Standard One, what are the learning priorities established by your school?  How does the institution ensure that EVERY student experience personalized learning opportunity based on those learning priorities? | |
| **b)** **All students** experience a **learning culture** based on development of lifelong skills and academic content that is an integral part of the institution’s culture. | |
| 1) Which ranking best describes the Institution for Indicator 5.1.A(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.1.A(b) \*Include references to evidence that support the narrative.  Remember the focus: All Students experience a learning culture. Now we dig down on these two parts: **Lifelong Skills and Academic Content.**  There are many definitions of “**Lifelong Skills**” which is why the priorities established by the institution based on its foundational principles is the key to what they will be. Lifelong skills could be:  Financial Literacy  Health Communication and Interaction  Health relationships  Effective Decision-Making  **Academic Content** is the second part, which goes to the academic goals of the school, this would be a progression from basic phonics and number skills to the Portrait of a graduate. | |
| **c)** **All students** experience **established educational priorities** that permeates teaching and learning at every level that is free of bias following the biblical principle that the Lord does not show partiality. (Romans 2:11). | |
| 1) Which ranking best describes the Institution for Indicator 5.1.A(c)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.1.A(c). \*Include references to evidence that support the narrative.  For most of us when we see “free of bias” we think of skin color or the student’s background. While this may still be an issue for a few teachers, it is not as common as in the past.  A greater challenge that Christian schools have is that in many cases, most of our teaching staff have received their education at a secular college. We must ensure that the world view and understanding of the child does not reflect the non-biblical world view taught in most colleges.  The expanded use of 504 plans and IEP’s which are focused on the educational challenges that students have or the learning style that does not fit the traditional classroom in many cases this marginalizes students who have great potential. Then based on the “plan” and we begin to dumb down the curriculum, modify our expectations for the student, and those low expectations can often do the most harm which in itself is a bias. A bias that can and has robbed many students of the qualify education they deserve.  Dr Paul J. Myer said, “man cannot surpass his self-imposed expectations”. The same is true for teachers’ and parents if we impose limited expectations for our children and students it will be very challenging for them to exceed those expectations.  How does your school train its teachers on the biblical principles of the child? How children learn? Learning styles? Etc. | |

|  |  |
| --- | --- |
| **Group Two: Teaching Learning / Standard Five: The Learning Culture**  **Indicator 5.1 The Culture of Learning:** Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution and the needs of individual students. | |
| **Indicator 5.1.B** | High Expectations (K-12 Accreditation Manual, Page 103) |
| **a) Evidence and observation** show thatalignment between learning opportunities and the institution’s high **learning expectations** is unmistakably evident. | |
| 1) Which ranking best describes the Institution for Indicator 5.1.B(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.1.B(a) \*Include references to evidence that support the narrative.  Now we move to examples, Evidence and Observation of the schools’ stated expectations and the actual progress students achieve.  Let’s go back to the list from 5.1.A the “learning priorities established by the institution”. (That’s your chart)  Provide evidence for each of those points that it is being taught and measured in the students?  Most Christian Schools have the phrase “biblical world view” for example somewhere in their foundational statements. What evidence do you have that students are developing a biblical world view? Is it being observed, tested? | |
| **b)** The inclusion of the **individual student needs and interest** is an essential component of the learning culture. | |
| 1) Which ranking best describes the Institution for Indicator 5.1.B(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.1.B(b) \*Include references to evidence that support the narrative.  Students are not cookies cut out by a machine that are all exactly alike. They are individuals. How do your teachers at all grade levels and the guidance staff in the middle and upper grades counsel students based on their individual needs and interest.  A **need** may be extra work on fractions, or communication skills with others.  An **interest** may be computer coding instead of a higher math course. (Just to give an example)  Tell us about your training and system as it relates to including the individual needs and interest of each student as a part of your schools CULTURE. | |

|  |  |
| --- | --- |
| **Group Two: Teaching Learning / Standard Five: The Learning Culture**  **Indicator 5.2 Quality Learning Activities:** The learning culture promotes creativity, innovation and collaborative problem solving. | |
| **Indicator 5.2.A** | Quality Learning Activities (K-12 Accreditation Manual, Page 106) |
| **a)** **Faculty and Staff** purposefully plan and implement all learning experiences and activities. | |
| 1) Which ranking best describes the Institution for Indicator 5.2.A(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.2.A(a) \*Include references to evidence that support the narrative:  Who supervises the lesson plans to ensure they are purposefully planned based on the grade level and subject content?  What is the process for review, approval, adjustments to ensure that the learning activities are aligned with the approved program? | |
| **b)** **Faculty and Staff** actively promote a high level of learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem solving, and self-reflection, that promote the learners’ active discovery and expression of needs and interests. | |
| 1) Which ranking best describes the Institution for Indicator 5.2.A(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.2.A(b) \*Include references to evidence that support the narrative:  Examples from teachers and or classroom observations based on detailed lesson plans make for great evidence here.  Does the design of your lesson plans, teacher development and supervision have a focus on the list above, or does it miss what the student is experiencing by just checking to see if the teacher is at the correct place in the text?  We want examples that show the student is:   * Engaged in the activities of his or her classroom, * using individual creativity, * developing critical thinking skills, * that he or she can demonstrate an application of knowledge, * use innovation, * work together in collaborative problem solving with other students, * when needed uses self-reflection, that promote the learners’ active discovery and expression of needs and interests. | |
| **c)** **Faculty and Staff** include the completion of projects and inquiry-based activities within all courses and subjects. | |
| 1) Which ranking best describes the Institution for Indicator 5.2.A(c)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.2.A(c) \*Include references to evidence that support the narrative:  Examples from teachers and or classroom observations based on detailed lesson plans make for great evidence here.  Beyond multiple choice questions students need to complete projects both as individuals and in small groups.  Inquiry-based activities: Present a challenge or problem to solve that are open-ended, requires inquiry, the formation of an idea and or invention.  This should be required in all core classes and most electives and be observed in the rubric of how courses are graded. | |

|  |  |
| --- | --- |
| **Group Two: Teaching Learning / Standard Five: The Learning Culture**  **Indicator 5.2 Quality Learning Activities:** The learning culture promotes creativity, innovation and collaborative problem solving. | |
| **Indicator 5.2.B** | Attitude Toward Learning (K-12 Accreditation Manual, Page 107) |
| **a)** **All Faculty and Staff** enthusiastically embrace and consistently demonstrate a set of shared beliefs. | |
| 1) Which ranking best describes the Institution for Indicator 5.2.B(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.2.B(a) \*Include references to evidence that support the narrative.  Assuming the set of shared beliefs goes back to 5.1.A how much of the staff has fully embraced that set of shared beliefs.  How invested is your staff in the culture and vision of the school? Give examples of faculty and staff that demonstrate the shared beliefs of the institution.  Or are the members of the staff doing things the way they believe it should be done, and this is just the school that will let them do it, or the closest fit they could fine for now? | |
| **b)** **All Faculty and Staff** focus on learner engagement. | |
| 1) Which ranking best describes the Institution for Indicator 5.2.B(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.2.B(b) \*Include references to evidence that support the narrative.  This goes beyond classroom management, where the class is well behaved.  How is learner engagement ensured in the classroom.  What training has been conducted?  What part of the lesson plan is devoted to it?  How often are teacher observed to ensure it is the common practice?  Teachers and classroom trainers should be able to provide multiple examples. | |
| **c)** **All Faculty and Staff** work to develop creativity, innovation and problem solving in their students. | |
| 1) Which ranking best describes the Institution for Indicator 5.2.B(c)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.2.B(c). \*Include references to evidence that support the narrative.  Same questions as (b) above.  How is learner taught to develop creativity, innovation and problem solving in the classroom?  What training has been conducted?  What part of the lesson plan is devoted to it?  How often are teacher observed to ensure it is the common practice?  Teachers and classroom trainers should be able to provide multiple examples. | |
| **d) All Faculty and Staff** work to develop in students the non-academic skills essential for success such as: Character, Manners, Communication Skills, Personal Responsibility, Self-Advocacy, Tenacity, and Social and Emotional Skills. | |
| 1) Which ranking best describes the Institution for Indicator 5.2.B(cd?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.2.B(d). \*Include references to evidence that support the narrative.  This evolves all staff, in the younger grades it most often falls to the teacher, with help from administration when needed. In middle and upper grades, the guidance office should be taking a more active role as well.  Similar questions:  How is the learner taught to develop these skills?  What training of staff has been conducted?  How often are teacher observed to ensure it is the common practice?  Teachers, classroom trainers and guidance personnel should be able to provide multiple examples. | |

|  |  |
| --- | --- |
| **Group Two: Teaching Learning / Standard Five: The Learning Culture**  **Indicator 5.3 Communication Skills:** The learning culture develops learners’ attitudes, beliefs and skills needed for success. | |
| **Indicator 5.3.A** | Teaching Communication Skills (to Students) (K-12 Accreditation Manual, Page 110) |
| **a)** **Educators, Instructors, Teaching Staff** consistently provide numerous and equitable experiences for all students. | |
| 1) Which ranking best describes the Institution for Indicator 5.3.A(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.3.A(a) \*Include references to evidence that support the narrative.  Most evidence for this will come from classroom observations, and staff training.  Teachers, classroom trainers and guidance personnel should be able to provide multiple examples. | |
| **b)** **Educators, Instructors, Teaching Staff** teach learners effective communication skills in all formats including oral, written, and digital. | |
| 1) Which ranking best describes the Institution for Indicator 5.3.A(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.3.A(b) \*Include references to evidence that support the narrative.  Most evidence for this will come from classroom observations, and staff training.  Teachers, classroom trainers and guidance personnel should be able to provide multiple examples. | |
| **c)** **Educators, Instructors, Teaching Staff** require the development of self-direction by equipping the learner to identify where they are in the learning continuum, set goals for their learning and to monitor their own progress. | |
| 1) Which ranking best describes the Institution for Indicator 5.3.A(c)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.3.A(c) \*Include references to evidence that support the narrative.  Most evidence for this will come from classroom observations, and staff training.  Teachers, classroom trainers and guidance personnel should be able to provide multiple examples. | |
| **d) Educators, Instructors, and Teaching Staff** encourage input from students throughout the learning process and instructional activities. | |
| 1) Which ranking best describes the Institution for Indicator 5.3.A(d)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.3.A(d) \*Include references to evidence that support the narrative.  What format would the input from students be in?  Verbal in the classroom (see lesson plans and classroom observations)  Student surveys?  Feedback forms for class selection, future, goals etc. (paper or digital communication)  Teachers, classroom trainers and guidance personnel should be able to provide multiple examples. | |

|  |  |
| --- | --- |
| **Group Two: Teaching Learning / Standard Five: The Learning Culture**  **Indicator 5.3 Communication Skills:** The learning culture develops learners’ attitudes, beliefs and skills needed for success. | |
| **Indicator 5.3.B** | Development of Student Dispositions (K-12 Accreditation Manual, Page 110) |
| **a)** **The Institution** clearly and consistently demonstrates the explicit and intentional development of learners’ positive attitudes, self-perceptions, and beliefs about learning. | |
| 1) Which ranking best describes the Institution for Indicator 5.3.B(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.3.A(a) \*Include references to evidence that support the narrative.  Most evidence for this will come from course content, classroom observations, and staff training.  Teachers, classroom trainers and guidance personnel should be able to provide multiple examples. | |
| **b)** **The Institution** has in place appropriate, clearly defined, disciplinary policies that are consistently applied equally to all students. | |
| 1) Which ranking best describes the Institution for Indicator 5.3.B(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.3.A(b) \*Include references to evidence that support the narrative.  Admin manual for all the details,  Parent Student handbook for at a minimum clear guideline  Staff handbook and training for how to consistently apply the policies to all students  The checks and balance or appeal process to ensure the process is equally applied to all students. | |
| **c)** **The Institution** employs procedures that provide for a safe and positive learning environment for all students. | |
| 1) Which ranking best describes the Institution for Indicator 5.3.B(c)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.3.A(c) \*Include references to evidence that support the narrative.  Hiring and background screening for all staff.  Training on the heart of a child and the schools’ beliefs about conduct for everyone, not just the students.  Classroom observations to ensure classrooms are a safe and positive learning environment.  Process for students, parents and even staff to communicate any activity that is not appropriate. | |

|  |  |
| --- | --- |
| **Group Two: Teaching Learning / Standard Five: The Learning Culture**  **Indicator 5.4 Student Advocacy:** The Institution has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences. | |
| **Indicator 5.4.A** | Formal Student Advocacy Program (K-12 Accreditation Manual, Page 114) |
| **a) The Institution** implements a formal structure for all learners to have frequent and consistent access to a particular adult selected by the learner or parent. | |
| 1) Which ranking best describes the Institution for Indicator 5.4.A(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.4.A(a) \*Include references to evidence that support the narrative.  For most small schools this is by default the homeroom or lower grade teacher. But parents and students should be giving the clear opportunity to choose a specific advocate for their child. | |
| **b)** **The Institution** regularly and comprehensively evaluates the student advocacy program and updates its goals. | |
| 1) Which ranking best describes the Institution for Indicator 5.4.A(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.4.A(b) \*Include references to evidence that support the narrative.  How does the administration, oversee, evaluate, and revise the student advocacy program? | |
| **c)** **The Institution** ensures that the student advocacy program fully supports learners throughout their educational experiences. | |
| 1) Which ranking best describes the Institution for Indicator 5.4.A(c)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.4.A(c) \*Include references to evidence that support the narrative.  Support for the lower elementary, will be focused on communication skills, getting along with others, mastery of required academic skills like phonics to ensure the student is both academically and socially ready to advance to the next level.  The list of advocacy and support advances through each grade level of category (upper elementary, middle and high school)  At the most advance level it includes prep for college or career, based on the students’ goals. | |
| **d) The institution** provides access to and supports students that pursue courses and opportunities that are more academically challenging than required. | |
| 1) Which ranking best describes the Institution for Indicator 5.4.A(d)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.4.A(d) \*Include references to evidence that support the narrative.  How do you support a student who is advanced at all levels, without robbing the on track or struggling student?  The 2nd grader that is reading at the 4th or 5th grade level  The seventh grader that could be doing Algebra 1  The high school student that has the ability to take college level classes, or computer coding.  There are just examples this is just to get you started. | |

|  |  |
| --- | --- |
| **Group Two: Teaching Learning / Standard Five: The Learning Culture**  **Indicator 5.4 Student Advocacy:** The Institution has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences. | |
| **Indicator 5.4.B** | Development of Relationships (K-12 Accreditation Manual, Page 115) |
| **a)** **The Institution** consistently ensures each learner has numerous opportunities to develop strong and mutually respectful relationships with the institution’s adults and the learner’s peers. | |
| 1) Which ranking best describes the Institution for Indicator 5.4.B(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.4.A(a) \*Include references to evidence that support the narrative.  Think of the “team building” activities that many organizations employ. What access do students have to the institution’s adults and or their peers. | |
| **b)** **The Institution** emphasizes the importance of healthy relationships in its publications, Faculty/Staff training, and the culture of the classrooms. | |
| 1) Which ranking best describes the Institution for Indicator 5.4.B(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.4.A(b) \*Include references to evidence that support the narrative.  Evidence includes, newsletters, website, content of professional development classes taken by staff throughout the school term. | |
| **c)** **The Institution** expresses the belief that diverse backgrounds and abilities are a part of God’s beautiful design and plan and that all students are uniquely equipped to successfully fulfill their purpose. | |
| 1) Which ranking best describes the Institution for Indicator 5.4.B(ac?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 5.4.A(c) \*Include references to evidence that support the narrative.  Who are the individuals that the institution uses as examples of success. Is it the student that gets a perfect score on the SAT or:  Thomas Edison, who was a failure in grade school because his mind would wonder in class. (“Young Thomas is ide brained and cannot be taught”)  Michael Jordan, who was cut from is high school basketball team.  Stephen King submitted his first novel to be published “Carrie” thirty times. He threw the manuscript out, but his wife rescued it from the trash and convinced him to submit it one more time. (He now has over sixty published novels)  Abraham Lincoln entered military service as a Captain but left as a private. (Not the start you would expect of a future president of the United States.  Who are the hero examples of God’s diverse people that are used as examples in your school? | |

NARRATIVE QUESTIONS: GROUP ONE: STANDARD ONE: THE INSTITUTION

|  |  |
| --- | --- |
| See page 117  K-12 Manual | Group Two: Teaching Learning  Standard Five The Learning Culture  Focus Questions |
| ***5.1:*** *Highlight specific examples of how your school provides learning opportunities to students that are aligned with your high expectations of student outcomes.* |  |
| ***5.2:*** *Describe how your school provides opportunities for students to engage with learning that promotes creativity, critical thinking, innovation, collaboration, and self-reflection.* |  |
| ***5.3****: Illustrate how important effective communication skills (oral, written, and digital) are for students and your best practices for ensuring these skills are taught. Include any practices that expect students to engage in self-direction and monitoring their own progress.* |  |

IMPROVEMENT QUESTIONS: GROUP ONE: STANDARD ONE: THE INSTITUTION

|  |  |
| --- | --- |
| See page 117  K-12 Manual | Group Two Teaching Learning  Standard Five Learning Culture  Strength, Quality, Weakness and Improvement Questions |
| 1S: Areas of Strength:  *What are your areas of greatest strength and why?* |  |
| 1Q: Maintaining Quality:  *What actions are you implementing to sustain your areas of strength?* |  |
| 1W: Areas of Weakness:  *What are your areas of weakness and why?* |  |
| 1I: Plans for Improvement:  *(Administration): What are your plans for improvement?* |  |

Evidence Required for Standard Five:

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