



## **SCHOOL STANDARDS DIAGNOSTIC**

### **RESOURCE CAPACITY DOMAIN**

#### **Instructions**

##### **Completing the Standards Diagnostic**

The Standards Diagnostic for the Domain should be used as a guide during the Engagement Review Team's deliberations for each Standard and Key Concepts in order to rate the rubric. The Lead Evaluator enters the team's decisions for the ratings for each Standard once the team has completed its deliberations and determined the score for each level of the rubric. Teams should complete their deliberations for the ratings for each Standard as a whole team, not in smaller Domain groups. Team members should not individually score the Standards.

##### **Evidence Notes**

The team should enter a brief summary of the evidence and results used for decision-making along with any additional notes for how the Standard was rated in the evidence notes section. The evidence notes do not need to be in a narrative format, but should contain sufficient information to provide the Lead Evaluator with evidence to assist in the writing of the Engagement Review Report.

**Team members will also need a copy of the i3 rubric for use with the Standards Diagnostic.**

### **RESOURCE CAPACITY DOMAIN**

#### **3.1 The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.**

##### **Key Concepts:**

- All staff participate in relevant and job-embedded professional learning to improve professional practice (Engagement)
- Professional learning activities are planned and delivered based on data-driven needs assessments and data aggregated from supervision and evaluation processes to improve student learning and organizational effectiveness (Implementation)
- The institution's professional learning activities are monitored and adjusted to ensure staff have sufficient and quality opportunities to apply the intended learning (Implementation)
- Data are collected, analyzed, and used to assess the effectiveness of professional learning activities to improve professional practice, content and pedagogical knowledge, and organizational effectiveness (Results)
- Longitudinal results from the evaluation of professional learning activities indicate improvements to professional practice, content and pedagogical knowledge, and organizational effectiveness over time (Sustainability)

- Relevant and job-embedded professional learning is an expectation and a regular practice across the institution and is supported with time and fiscal resources (Embeddedness)

**Potential Evidence and Results to Review:**

- Professional learning plan aligned to or embedded in the continuous improvement plan
- Analyzed needs assessment data used to identify professional learning activities, including results of data from supervision and evaluation processes, student learning data, and institution eleot® data
- Analyzed evaluation results from professional learning activities
- Analyzed inventory results from teachers and students
- Analyzed student performance results

**EVIDENCE NOTES:**

**3.2 The institution’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.**

**Key Concepts:**

- All professional staff participate in structured and ongoing collaborative learning communities (Engagement)
- Process to monitor the collaborative learning communities’ engagement in activities to analyze and use data to improve student learning and provide training, resources, and time (Implementation)
- Data are collected, analyzed, and used to monitor and assess the effectiveness of the collaborative learning structures to improve student learning and professional practice (Results)
- Longitudinal data and evidence show improvements in the effectiveness of collaborative learning communities and demonstrate improvements and growth in student learning and professional practice over time (Sustainability)
- A culture of collaboration is established, promoted, and protected to improve learner performance and organizational effectiveness (Embeddedness)

**Potential Evidence and Results to Review:**

- Documented structures and processes for collaboration
- Training related to formal collaboration processes to improve instruction and student learning
- Revisions to curriculum and instruction based on collaborative analysis of data
- Analyzed inventory data from teachers and students
- Analyzed student performance results

**EVIDENCE NOTES:**

**3.3 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.**

**Key Concepts:**

- New staff and all other appropriate staff members participate and engage in structured and ongoing formal mentoring, induction, coaching and modeling programs, and opportunities (Engagement)
- Mentoring, induction, and instructional coaching activities are implemented and monitored to ensure quality and fidelity in achieving the purpose of the programs and activities in improving professional practice and student learning (Implementation)
- Data are collected, analyzed, and used to examine the impact of the mentoring, induction, and coaching programs on improving student learning and professional practice (Results)
- Longitudinal results demonstrate growth and improvements in student learning and professional practice based on the implementation of mentoring, induction, and coaching (Sustainability)
- Support and guidance from mentors, coaches, peers, and/or leaders about observations, lesson plans, instructional delivery, student learning, and organizational norms is an embedded practice of the institution's culture (Embeddedness)

**Potential Evidence and Results to Review:**

- Documentation of formal mentoring program, including expectations for the program
- Processes for instructional coaching, including expectations and frequency of coaching
- Data on results of mentoring activities
- Data on results of coaching activities
- Analyzed teacher inventory data
- Analyzed student performance data

**EVIDENCE NOTES:**

**3.4 The institution attracts and retains qualified personnel who support the institution's purpose and direction.**

**Key Concepts:**

- Leaders engage in ongoing processes to identify staffing needs and retain qualified staff (Engagement)
- Formal processes are implemented to identify personnel needs, including an assessment of talent, qualifications and sufficient numbers to ensure learner's needs are met (Implementation)
- Formal processes and actions are implemented and monitored to attract, recruit, and retain qualified personnel who meet the needs of the institution and the learners (Implementation)
- Data are collected, analyzed, and used to evaluate the effectiveness of processes implemented

- to recruit and retain qualified staff (Results)
- Longitudinal data and evidence indicate growth and improvements to the recruitment and retention of qualified staff based on the implementation of processes and strategies (Sustainability)
- All staff commit and demonstrate actions related to building a culture that supports the recruitment and retention of qualified staff (Embeddedness)

**Potential Evidence and Results to Review:**

- Processes for identification of personnel and hiring processes
- Examples of actions to recruit qualified staff
- Examples of actions taken to retain qualified staff
- Analysis of exit interview data from staff leaving the institution
- Analysis of staff retention data
- Analyzed teacher inventory data from teachers
- Analyzed survey data from teachers, students and parents

**EVIDENCE NOTES:**

**3.5 The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.**

**Key Concepts:**

- All staff are engaged in the integration and planning for the use of digital resources into teaching, learning, and operations (Engagement)
- Processes are implemented to ensure the use of digital resources are integrated into the teaching, learning and operations (Implementation)
- Processes are implemented to provide sufficient human, material, and fiscal support for the integration of digital resources into teaching, learning and operations (Implementation)
- Job-embedded training and support is implemented for all staff to use appropriate digital resources that are aligned to their role in the organization, with training monitored and adjusted as needed (Implementation)
- Data are collected, analyzed, and used to evaluate the use of digital resources for improving organizational effectiveness and student learning (Results)
- eleot® data from review (Results)
  - G 1. Learners use digital tools/technology to gather, evaluate, and/or use information for learning
  - G 2. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning
  - G 3. Learners use digital tools/technology to communicate and/or work collaboratively for learning
- Longitudinal data and evidence demonstrate the effective processes for operational practices and digital resources and results of the use of digital resources to improve teaching, learning, and/or operations (Sustainability)

- All staff commit to and demonstrate actions to integrate digital resources throughout the institution to improve student learning and organizational effectiveness (Embeddedness)

**Potential Evidence and Results to Review:**

- Technology plan and allocation of resources to support the plan
- Processes for procuring, replacing, and/or repairing digital equipment, software, and other digital tools
- Evaluations of professional learning for instructional staff on the integration of digital resources into instruction
- Evaluations of training for all staff on the use of digital tools relevant to their role in the organization
- Analyzed institution elect data (Digital Learning Environment)
- Analyzed inventory data from teachers and students
- Analyzed survey data from teachers, students and parents

**EVIDENCE NOTES:**

**3.6 The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.**

**Key Concepts:**

- All students and staff access the institution’s information resources and materials that support their needs, interests, and the teaching and learning programs (Engagement)
- Implementation of processes to ensure the acquisition of resources and materials align to the curricular and instructional programs and support the needs of staff and students
- Data are collected, analyzed, and used to determine the effectiveness and quality use of the resources and materials provided to support institutional programs and guide decision-making regarding resources (Results)
- Longitudinal data and evidence demonstrate the ongoing quality and effectiveness of the use of resources and materials to support instruction and student and staff needs and interests (Sustainability)
- A commitment to access and use quality resources and materials throughout the institution to support the curriculum, programs, and student and staff needs and interests (Embeddedness)

**Potential Evidence and Results to Review:**

- Processes for identification and adoption of curriculum materials
- Processes for identification and adoption of supplementary materials to support learning
- Library media access for staff and students
- Analyzed inventory results from teachers and students
- Data on the use and effectiveness of the implemented resources
- Budget allocations for purchase and replacement of materials and resources

- Observations of access to classroom materials and resources, supplemental curricular resources, and library/media resources throughout the school

**EVIDENCE NOTES:**

**3.7 The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution’s purpose and direction.**

**Key Concepts:**

- Leadership and representatives of other key stakeholder groups are engaged in the process of planning for strategic resource management (Engagement)
- Formal planning processes are developed for long-range resource management, including financial projections, enrollment projections and/or demographic shifts, and facility planning (including maintenance and upgrades to existing facilities) (Implementation)
- Processes to monitor the implementation of the long-range plans and revisions to long-range plans based on internal data or changes in external factors such as funding or demographics (Implementation)
- Data are collected, analyzed, and used to evaluate the implementation of the long-range plans in achieving desired results and contributing to the effective stewardship of institution resources (Results)
- Longitudinal data and evidence demonstrate the impact of implementation of long-range planning to effectively manage resources (Sustainability)
- Leadership and the governing authority demonstrate their support for and belief in the institution’s purpose and long-range plans by committing to effectively manage and use its resources (Embeddedness)

**Potential Evidence and Results to Review:**

- Long-range facility plan
- Long-range financial and enrollment projections
- Strategic plan, including long-range operational goals
- Processes for monitoring the implementation and/or revisions of long-range plans
- Data regarding the effectiveness of the implementation of the long-range plans

**EVIDENCE NOTES:**

**3.8 The institution allocates human, material, and fiscal resources in alignment with the institution’s identified needs and priorities to improve student performance and organizational effectiveness.**

**Key Concepts:**

- All staff have the opportunity to provide input into the identification of necessary resources

- that align with the institution's goals and priorities (Engagement)
- Processes are executed with quality and fidelity to ensure human, material, and fiscal resources are aligned, allocated, and used based on identified needs and key priorities (Implementation)
  - Data are collected, analyzed, and used to assess the impact of the use of resources in meeting the identified goals and key priorities of the continuous improvement plan to determine return on investment (Results)
  - Longitudinal data and evidence demonstrate the impact of the use of resources on the achievement of the identified goals and key priorities of the continuous improvement plan (Sustainability)
  - Resource allocations are consistently aligned to the identified goals and key priorities of the institution and their use is strongly protected (Embeddedness)

**Potential Evidence and Results to Review:**

- Process for budget requests for human and material resources and decisions that include input from stakeholders
- Analyzed inventory results from teachers and students
- Budget allocations for materials and resources aligned to key goals and strategies
- Data on the return on investment related to resources used to support goals and strategies

**EVIDENCE NOTES:**