

John Killingbeck Scholarship Program – PILOT PROJECT

The John Killingbeck Scholarship Program is designed to support school/centre personnel in their efforts to improve student learning.

Traditionally, the program has featured an approach by which school teams were able to access funding for a short-term study visit to an exemplary practice in action. A *pilot project* is being introduced this year such that a school/centre could invite in expertise to support an administrator in the implementation of a change in practice, and to provide tailored professional development to the school/centre team.

To apply for support for short term study visits to exemplary schools or centres to experience best practices first hand, please follow the instructions for **Category A Projects**.

To apply for support for school/centre administrators to provide tailored professional development to school/centre teams, please follow the instructions for **Category B Projects**.

CATEGORY B PROJECTS

Objectives

- To assist schools or centres in addressing an area of concern.
- To help provide the expertise needed to build the capacity of the school or centre to address the identified concern.

The area of concern could be a pedagogical, an andragogical or an organizational practice.

Funding provided would help bring expertise into the school or centre to work with the administrator(s) and leadership team.

Target Audience

Category B of the John Killingbeck Scholarship Program is open to school/centre administrators in the English sector, working in the youth, the adult, and the technical and vocational sectors.

“Principals and Vice-Principals are critical to the development of excellent teaching, excellent schools and, ultimately, enhanced student achievement”

-The Ontario Institute for Educational Leadership (2008)

In order to build the capacity of the school or centre to bring about change, it is expected that the administrator who is applying for this program will receive the training or coaching provided by the resource person(s) selected, and that a leadership team will be appointed to receive the training or coaching as well. The objective of this coaching or training is that it can be sustained over time.

“School leadership has a greater influence on the capacity of the school to improve and on student learning when it is widely distributed.”

- Leithwood et al (2006)

Developing a Training Plan

The main feature of this program is to provide ongoing training to administrators and their school or centre’s leadership team in order to address an area for improvement in their school or centre. The funding provided by the LCEEQ will allow the administrator to bring an outside resource person or team into the school or centre to provide individualized training that is tailored to the needs of the participants.

The central task in the application process will be the development of a training plan to describe how the resource person or team will be employed, the duration of the training, and how the leadership team will be sharing their training with other members of the school/centre staff.

A conversation with the resource person or team identified could provide some ideas for PD delivery and how to maximize the available budget.

Questions to consider when developing a training plan could include:

- Is it important to have the resource person or team address the whole staff to get maximum buy in?*
- Will the resource person or team be working with the administrator and the members of the leadership team on an individual basis or in small groups?*
- Does the resource person or team have to be physically present or can some of the training be provided virtually?*

Funding

As this is a pilot project, a maximum of one (1) proposal will be selected for each School Board/Association for the 2022-2023 academic year. A proposal cannot exceed an amount of \$15 000. The School Board/Association can submit a claim for reimbursement (with appropriate support documents) twice a year; once at mid-year, and the other no later than June 15, 2023.

Teacher release or resource materials **are not** an eligible expense under this option; it is deemed the School Board/Association’s contribution to the success of the project.

This program receives funding from the Québec – Canada Entente and is dependent on a matching contribution from the School Board or Association.

Application Procedure

1. Review this funding document carefully, paying particular attention to deadline dates, eligibility requirements, and reporting responsibilities. The school/centre administrator is seen as the leader of this project and responsible for submitting the application and the impact report.
2. Complete the online application form which can be found on the LCEEQ website on "My Dashboard" under the "Professional Development" tab at the top of the page.
3. Once you are satisfied with your application, send it to your School Board or Association for approval by selecting "Ready for Review" from the drop-down at the bottom of the form.
4. Once approved by your School Board/Association your application will be forwarded to the LCEEQ selection committee for evaluation.

It would be a good idea to share the project information document with the members of the leadership team selected.

If you do not have an LCEEQ account, you must create one. Follow the simple steps at <https://lceeq.ca/>

Selection Process

All project proposals will be received by a three (3) member selection committee established by the Leadership Committee for English Education in Quebec (LCEEQ) and will be evaluated using the criteria described in the rubric which can be found in Appendix A of this document.

The decision of the selection committee is final and will be communicated to the applicants and their School Board/Association.

The rubric used by the selection committee will help to determine if the proposal is evidence based, if it is coherent with the Quebec Program of Studies, if it can be sustained with the collective agreements in place, and if the benefits of the intervention will last.

Reporting Procedure

The school or centre administrator will complete an **Impact Report** at the end of the project that will not only provide data on participant engagement and satisfaction, but also provide data on the impact of the PD received on the targeted practice. Indicators to be measured by the

A template of the Impact Report is included in Appendix B of this document to alert you to the information you will be asked to provide and to help anticipate the tools and strategies needed

school/centre administrator should address the following themes:

- Program Reach Indicators
- Participant Satisfaction Indicators
- Project Implementation Indicators

to provide feedback on the results of your initiative.

Deadlines

All applications for Category B of the John Killingbeck Program must be received no later than **May 13, 2022**.

The LCEEQ will communicate the results of the selection process to all applicants by **May 27, 2022**.

Projects that have been approved by the LCEEQ must be completed during the 2022-2023 school year and the Impact Report must be submitted within sixty days (60) of the completion of the project or by **June 1, 2023**, whichever date comes first.

All invoices with supporting documents must be submitted no later than **June 15th, 2023**.

Important Note: *The Impact Report must be received and approved by the LCEEQ before the School Board/Association can be reimbursed for the costs incurred by the project.*

John Killingbeck Scholarship Program – PILOT PROJECT

Rubric – Selection Process

Criteria	Exemplary	Acceptable	Partial	Minimal
Demonstrate a need through data	The proposal references local data to validate a clear need and supports the choice of the proposed change with evidence.	The proposal references wider, contextual data to demonstrate a need and supports the choice of the proposed change with references.	The proposal does not support the need using data but does make reference to general trends.	The proposal does not provide any clear support of a need.
Sustainability	The proposal discusses clear, measurable steps to promote long-term, effective change in practice	The proposal discusses measurable steps to maintain the effect of the change in practice	Although the proposal discusses steps to maintain the effect of the change in practice, these may not be measurable.	The proposal does not discuss how to the change in practice will be maintained past its inception.
Québec Context	The proposal suggests adaptations to the change in practice such that it can be implemented in the broader Quebec context.	The proposal suggested adaptations to the change in practice that are limited to the context of the School Board/Association.	The proposal suggested adaptations to the change in practice that are limited to the context of the School/Centre.	The proposal does not suggest any adaptations to the proposed practice.
Clarity	The project is clearly presented with anticipated outcomes, implementation steps, and a reasonable budget.	The project is presented with anticipated outcomes, implementation steps, but the budget seems inappropriate.	The project is presented with unclear outcomes and/or implementation steps, and a budget.	The project proposal is unclear and leaves many unanswered questions.

John Killingbeck Scholarship Program – PILOT PROJECT

Impact Report Template

Instruction:

The school or center administrator must submit an Impact Report at the end of the project that will not only provide data on participant engagement and satisfaction, but also provide data on the impact of the PD on the targeted practice and student learning. Since this is a pilot year for the Category B program, the feedback received will also be used by the LCEEQ to gauge the viability of this new funding program.

Statements made in responding to the questions listed below should, where appropriate, be supported by solid data. This evidence-based approach implies that tools and strategies must be developed to validate the need the PD is meant to address, and to measure the progress being made throughout the project. The use of staff surveys, student performance scores, or reflection logs kept by the members of the leadership team, can provide needed data. The effort made at the beginning of the project to develop these strategies and tools will pay off in the end.

Impact Indicators:

Program Reach Indicators
<ul style="list-style-type: none"> ➤ Who received the training offered? ➤ How will this experience support the leadership team in sustaining the targeted practice?
Participant Satisfaction Indicators
<ul style="list-style-type: none"> ➤ What PD needs for the school/centre administrator were addressed by this project? ➤ How were the members of the leadership team engaged in the PD being offered? ➤ Did the content/support meet the project's goals?
Project Implementation Indicators
<ul style="list-style-type: none"> ➤ Was the training plan described in the original application carried out? (If not, explain how it was modified.) ➤ Rate the effectiveness of the resource person(s)? Would you recommend the resource person(s) to another school/centre? ➤ What were the results of this initiative and what evidence support's this view? ➤ What are the potential next steps to ensure the sustainability of the targeted change?