



ACCREDITATION TRAINING: PART 1

April 8, 2021

ACCREDITATION: WE BEGIN WITH WHY?

- **Viability:** Accreditation provides a systematic process that requires a school to ask why it exists, to establish a vision of its future, and to determine specific objectives for reaching that vision.
- **School Improvement:** The information gathered through the accreditation protocol serves as a sound basis for school improvement, strategic planning, restructuring, and staff development.
- **Stakeholder Involvement:** The accreditation process involves the entire school in reviewing—its philosophy and goals, its community, its programs and services, the facilities and finances.
- **Self-Assessment:** Through the self-study process, accreditation helps the school identify its strengths and areas for improvement.
- **Continuous Growth:** Accreditation provides a way to *manage change* through regular assessment, planning, implementation, and reassessment.
- **Peer Review:** Receive formal assessment and validation by peers.

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EXPECTATIONS OF A CEASD ACCREDITED SCHOOL



- Commitment to continuous improvement.
- A comprehensive self-review to identify strengths and areas for improvement.
- Broad stakeholder support in the process of self-study.
- The use of mission, vision and beliefs as a basis for daily decision making.
- Compliance with our 12 Standards.
- A plan for growth and improvement (student capacity and organizational improvement).
- Validation through a peer review.

THE PROCESS IN A NUTSHELL

- Think of the process as three interconnected spheres that come together to form a complete picture.



- **Compliance:** Adherence to the 12 research based standards.
- **Growth:** Conduct a thorough self-study that leads to strengthening goals for school and student improvement.
- **Review:** Host an external review from peers.

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STEPS IN THE SELF-STUDY PROCESS

- Appoint Internal Coordinators; review the process and establish timelines for the work.
- Include a varied group of stakeholders in:
 - The review of your mission, vision and beliefs.
 - I2 Standards Self-Assessment (tools included).
 - Surveys of stakeholders e.g. parents, staff, alumni/community/students, etc. (determined by school).
 - Developing a profile of the school including history, demographics, and student performance.
 - Develop a narrative about your compliance with I2 Standards.
 - The preparation of an action plan with 3-5 measurable objectives, at least two of which must be focused on improving student performance (typically a reflection of something in your self-assessment).



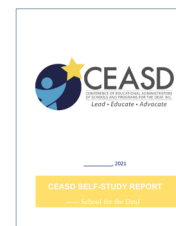
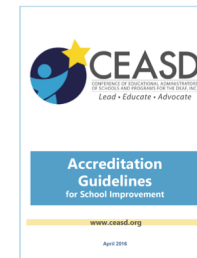
HOW LONG DOES IT TAKE TO COMPLETE A SELF-STUDY FOR ACCREDITATION?



- The amount of time required to complete a high-quality self-study depends very highly on the amount of time and energy the school wishes to devote to this project and the other demands on the school at the same time.
- **Most schools can complete the self-study within a 12-18 month period.**
- COVID-19 has altered many of our timelines. (Maximum extension is one calendar year)
- Some schools conduct strategic planning parallel to accreditation since there is significant overlap in the processes.
- There are a few more steps involved in preparing for a dual accreditation visit both joint and separate.
- You will need the following tools to conduct your self-study:
 - **Accreditation Guidelines for School Improvement**
 - **Accreditation Template for Self-Study**

[Guidelines](#)

[Self-Study](#)



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TIMELINES

- **12-18 months prior to the visit**

- Send application for accreditation to National Office.
- Decide if your accreditation will be CEASD only or joint with regional.
- If joint connect the CEASD National Office or the Accreditation Chair with the Regional representatives.
- Determine how you will manage the process: internal coordinators, steering committee, other.
- Create self-study committees that are cross departmental and represent a variety of roles.
- Establish a rough internal schedule for steps in the process.



TIMELINES CONT'D

- **6 to 12 months prior to the visit**

- Conduct some type of orientation with your staff and governance about the process.
- Determine how you will conduct your SWOT analysis; Organizational surveys, CEASD Standard surveys, etc.
 - CEASD does not require any specific surveys except for the Standards Review Surveys which are in the Accreditation Guidelines.
 - We are updating our resources on Surveys.



TIMELINES CONT'D

- **6-12 months continued**

- Consider assigning committees the responsibility of collecting evidence for each of the Standards.
- Develop narrative as outlined in the CEASD Self-Study Template Accreditation
 - Context of the School (history, governance, etc.)
 - Profile of the Community
 - Profile of the Students
 - External influences on the School
 - Mission Vision and Beliefs
 - Summary of Survey Data
 - *This is a very important chapter in the self-study. It describes the "personality" and the "culture" of your school. The Visiting Team refers to this information frequently in its work.*



TIMELINES CONT'D

- **3-4 Months prior to the on-site visit**

- Start to assemble all the work from your committees—and determine who will compile the final self-study.
- Check your evidence for each standard and determine how you will provide it to the visiting team.
- Begin to consider the schedule for the visit. Work with your assigned Chair on that.
- Reserve lodging for the team.
- Consider private work room space for the Visiting Team at school and at the hotel.

- **2 months prior to the on-site visit**

- Communicate with your Chair about any special requests.
- Provide all logistical and accommodation information to Chair (hotel, air, travel reimbursement, transportation, etc.).
- Submit Self-Study for review **(no later than six weeks prior to visit)**.

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STEPS IN THE SELF-STUDY PROCESS

- School Priorities
- SWOT Analysis
- Student Performance Data
- Surveys
- Standards Reviews

- Organize Self-Study
- School Improvement Action Plan

- Self-Study (6 weeks prior)
- Site Visit Logistics
- 3.5 day site visit
- Exit Report
- Accreditation Recommendation



- Accreditation/Decision Application
- Joint or Stand Alone
- Appoint Internal Coordinators
- Steering Committee
- Decide on your process

- Review Self-Study Design
- History
- Profile Students & Staff

- Finalize Self-Study
- Prepare Evidence
- Prepare Schedule for Site Visit

- Receive Final Report (6 weeks after visit)
- CEASD Board Final Approval

LET'S TALK ABOUT THE 12 STANDARDS



- Standard 1: Philosophy and Mission
- Standard 2: Governance and Leadership
- Standard 3: School Improvement Planning and Viability
- Standard 4: Finances
- Standard 5: Facilities
- Standard 6: School Climate and Organization
- Standard 7: Health and Safety
- Standard 8: Educational Program
- Standard 9: Assessment and Evidence of Student Learning
- Standard 10: Student Services
- Standard 11: Student Life, Student Activities and Residential Living
- Standard 12: Learning Resources and Information Technology

CEASD STANDARDS

- The 12 CEASD Standards for Accreditation are qualitative statements that reflect research- based best practices for schools. The CEASD Standards are based on those of MSA (The Middle States Association) and are recognized and accepted by educators and educational communities throughout the world as descriptors of what a quality school looks like and achieves.
- CEASD, with permission from MSA, has done some customization on the criteria within some standards to reflect the unique nature of our schools.
- Each standard is expressed in one or two sentences and is then followed by criteria. The criteria specify characteristics or qualities that encompass the standard.
- Schools and site team observers will use these criteria together with the standards, within the context of school's mission, to demonstrate or determine compliance. Schools and evaluators should not use the criteria as a checklist.



STANDARDS CONTINUED...

- The criteria within the standard is simply a guide. The team makes a decision about the Standard by considering all the evidence seen and hear during the visit, including the schools information about the standard documented in the self-study.
- To achieve full accreditation the school must satisfy each standard.
- When a school does not meet a standard the evidence that supports this is listed in the recommendations.
- If a school does not meet one or more standard the team will recommend “provisional” accreditation.
- If the school does not meet multiple standards the team may make a recommendation of “no accreditation”.



PREVIEW OF PART 2 ACCREDITATION TRAINING

- Serving as a Chair on a Visiting Team
- Role of Team Members
- What makes a Successful Visit: do's and don'ts
- Typical Schedules (What to consider in establishing your schedule)
- Conducting an Exit Conference
- Preparing for interviews and Meetings
- Review of our first virtual visit



TRIVIA GAME

- Instructions:
- Take out your iPhone, press your camera app and get ready to play.
- When you see a QR code, use your camera to scan. Then click on the link shown on the top of the camera app.
- Read the question, choose your answer and click on submit on the bottom.
- While you answer the questions, you will see the results appearing.



READY?

- Question 1 & 2
- Question 3 & 4
- Question 5 & 6
- Question 7 & 8
- Question 9 & 10
- Question 11 & 12
- Question 13 & 14

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One more trivia!

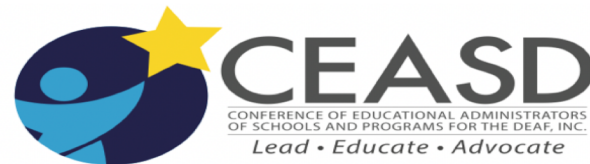
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Thanks for participating today!!



Certificate of Completion

PRESENTED TO

Name of Individual

CEASD ONLINE ACCREDITATION TRAINING: PART 1

A handwritten signature in black ink that reads "Claire Bugen".

Claire Bugen
CEASD Accreditation Chair