



CEASD

CONFERENCE OF EDUCATIONAL ADMINISTRATORS
OF SCHOOLS AND PROGRAMS FOR THE DEAF, INC.

Lead • Educate • Advocate

Flipping the Classroom for ACCREDITATION TRAINING: PART 2

April 22, 2021

WELCOME TO PART 2 OF ACCREDITATION TRAINING



- You will be expected to review this power point prior to our training session on April 22.
- As you read through Part 2 training, and Part 1 as well, think about questions you may want to ask the presenters in the meeting.
- Following the “flipped classroom” model we will use our time in the training session to do the harder work of assimilating the knowledge, through problem-solving, discussion, and shared experiences.
- With an audience as varied as ours, each of you have had different experiences with accreditation—some of you no experience---some of you experienced team visitors and chairs, and others in a cycle of continuous school improvement through accreditation.

AGENDA

- Quick review of Part I for Teams, Chairs and Member Schools
- A Brief Review of the Training Power Point
- Break-Out Groups for Reflection
- Groups Return and Share
- A Quick De-Brief of our Virtual Visit
- Closing
 - Share one important thing that you learned.
 - Share something that you would like to know more about.



PART 1 REVIEW FOR MEMBER SCHOOLS, TEAMS AND CHAIRS

- The average timeline for a good self-study is 18 months to 2 years.
- However it is done---stakeholder involvement is key!
- Accreditation is a voluntary, school improvement process.
- Survey data and Standards assessments help schools and teams identify needs.
- Any type of SWOT analysis helps schools and teams identify critical student and organizational needs for the self-study and the visit.
- Schools and Teams now know where to find the standard CEASD template for self-study and the guidelines on our website.
- Schools and team members will look for a profile of your school community, the demographics of your school, a student/organizational improvement plan, a review of the standards, and follow-up from your previous accreditation if applicable.
- Schools and teams must demonstrate through you self-study, observations, evidence and interviews that your school meets the 12 Standards for accreditation.

Conference of Educational Administrators of Schools and Programs for the Deaf, Inc.



Schools and Prospective Teams are now several weeks prior to the team visit...

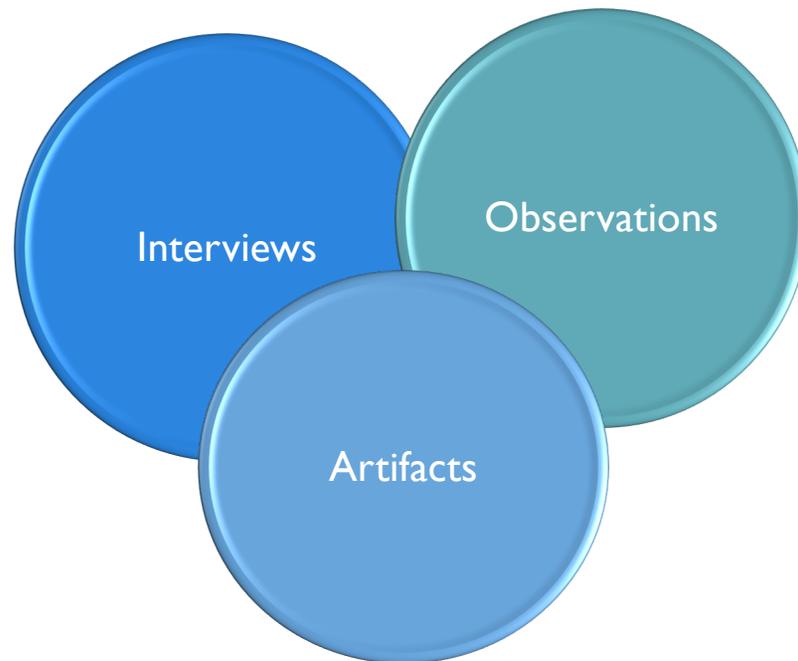
- Your Self-Study has been submitted.
- Your Schedule is being fine tuned.
- Your Exhibit room is being made ready.
- Travel plans, accommodations, and reimbursement procedures have been communicated to your visiting team.
- A million little details are being finalized...technology needs of the team, meal plans, meeting rooms, snacks and drinks, printing of master schedules and "bell schedules", the welcome dinner, the time and place for the exit conference, interpreter assignments, etc.

How can you make this visit a success?



TAKE A DEEP BREATH... ALL THE TEAM NEEDS FROM YOU IS

Data → Information → Evidence



HOW DO I KNOW IF I AM READY?



**Conduct
SWOT
Analysis**



Request INPUT

ESTABLISH



COMMITTEES

HOW CAN I BE SURE MY SCHOOL IS READY FOR ACCREDITATION?

Student & organizational growth assessed?



SCHOOL Improvement Plan?



Satisfy Standards?

12

Submit Self Study?



Visit



HOW IS THE TEAM CHAIR SELECTED?

- The Chair of your team will be selected utilizing a variety of criteria...
 - Training and Experience.
 - Likely has been a team member several times in past.
 - Availability.
 - Variables related to your school—size, geographic location, governance model, joint or CEASD only visit, and no perceived conflicts of interest.
 - The school may have limited input to the selection of the Chair.



WHAT MAKES A GOOD CHAIR?

- Someone with experience as a visiting team member.
- Well organized person able to make assignments and solve any problems or issues that arise prior to and/or during the visit.
- Someone very familiar with the content of the self-study and the accreditation guidelines.
- Someone who can manage stress and rally the team.
- Someone who serves as the contact person with the Internal Coordinators of the Self-Study and the CEO/Superintendent.
- Someone able to guide the team's work schedule and keep tabs on their progress during the visit.
- Someone with the ability to facilitate consensus among the team on meeting the Standards and making recommendations and commendations.
- Someone who takes the lead in preparing the oral exit report and the final report.



How do we assign TEAM MEMBERS

- National Office assigns the Chair and Team.
- Again, limited input from School.
- Four to Five Members. (The size of the team is dependent on the size of school and whether or not it is a joint visit with the regional accreditation body.)
- Team members must have attended some kind of accreditation training (we do make exceptions if we have an experienced chair).
- We try for a diverse team that represents the scope of the standards: dorm/student life person, strong educational administrator, assessment person, etc.
- We try to consider travel expenses in forming teams.
- We seek feedback from the Team Chair about the site team members and vice versa we seek feedback from the team about the Chair.



THE VISITING TEAM EXPERIENCE



Conference of Educational Administrators of Schools and Programs for the Deaf, Inc.

BEING A TEAM MEMBER REQUIRES THAT YOU UNDERSTAND THE PURPOSE OF THE TEAM'S VISIT IS TO:



- **Observe** the school's congruence with its self-study.
- **Validate** the school's adherence with the CEASD Standards for Accreditation.
- **Determine** the school's compliance with the CEASD School Improvement Accreditation protocol.
- **Report** to the CEASD Board of Directors on the school's eligibility for accreditation.

ROLE OF A TEAM MEMBER



- Be a “good student”-READ the Self-Study sections assigned to you as a minimum—all is better!



- Be a “scientist” Observe and record your observations as evidence.



- Be a respectful colleague not a critic or consultant—is the school doing what they said they were doing?



- *Avoid comparisons to your school.*

ROLE OF A TEAM MEMBER

- Be a “**statistician**”—is there sufficient evidence that the school meets the 12 Standards?



- Be an “**environmentalist**” --leave the school more prepared to move forward with purpose and expanded capacity for improvement.



- *Avoid comparisons to your school.*



ROLE OF THE TEAM CHAIR

- Have a thorough understanding of the Self-Study.
- Make writing and responsibility assignments.
- Consistently implement the accreditation protocol.
- Rally the team and provide support and oversight as needed.
- Serve as the contact person with the Internal Coordinator(s) of the Self-Study.



ROLE OF THE TEAM CHAIR

- Communicate directly with organization staff with emerging issues or concerns.
- Guide the team in developing a work schedule and keep tabs on progress during the visit.
- Assist the team in reaching consensus on the accreditation recommendation and findings.
- Prepare the Oral Exit Report.
- Complete and submit the final report.



HOW TEAMS ASSESS THE 12 STANDARDS



- Review data collected from classroom and dorm observations.
- Review data from interviews with Staff, Parents, Students, Board.
- Review the documentation and evidence artifacts.
- Do not rate indicators—indicators are examples of ways standard can be met—NOT A CHECKLIST.
- We rate the overall compliance with the Standard.

BASIS FOR TEAM'S ACCREDITATION RECOMMENDATION

- Meeting the applicable CEASD and Regional Standards.
- Developing and maintaining a process for continuous growth and improvement in student performance and organizational capacity.
- Having a plan for growth and improvement.



CHAIR WORKS WITH SCHOOL ON THE SCHEDULE



- 3.5 day visit; typically arrive Sunday and leave Wednesday afternoon.
- Opening welcome team meeting typically after 4 on day one.
- Negotiated with the Team Chair right up to the time of the visit and during the visit.
- Includes interviews with teams, individuals, parents, community, Board members and other stakeholders.
- Add team members names to the schedule according to Chair's assignments.
- Include selected groups, principals, curriculum team, counselors, etc.
- Schedule classroom observations for the entire time. (Teams pop in and out at every opportunity.)
- Decide who will open the meeting, use the CEASD guided questions....assign a notetaker.

POSSIBLE RECOMMENDATIONS



Accreditation



Provisional
Accreditation



No Accreditation

TEAM'S ACCREDITATION RECOMMENDATION REVIEWED BY...



**CEASD Board of
Directors**

**Regional
Commissions**

TEAM GIVES AN ORAL EXIT REPORT



- 20 minutes in length (**No Q&A**).
- School decides who will attend and where it will be delivered.
- It includes highlights of the visit and appropriate **Thank You's**.
- Areas of strength (**Commendations**).
- Areas in which the school faces challenges or areas of improvement (**Recommendations**).
- Will include the team's accreditation recommendation to the CEASD Board (**Remember this is not final**).

TIPS FROM CHAIRS; “*THE DEVIL IS ALWAYS IN THE DETAILS*”

- Share information about the visit with the entire staff/knowledge is power.
- Identify a “runner” who is available all day to assist the team.
- Exchange cell phone numbers and texts.
- Have someone at your school participate serve on a team visit prior to having your own.
- Organized simple is better than an over-abundance of information-nice to know vs need to know.
- No matter how confident or well-prepared you are your environment will be disrupted when the team arrives (Not necessarily a bad thing!).
- Plan on a functional room with lots of snacks both at school and in the hotel.
- Ask your Chair if team members have special dietary needs.
- Be honest about things that you are working on to improve.
- Talk about GREAT stuff you are innovating and doing...including addressing equity.



THE DEVIL IS IN THE DETAILS...

- Have your class schedules printed and prominently displayed in the work room.
- Arrangements should be made to transport the team to and from the hotel and campus during the On-Site Evaluation Visit.
- It is suggested that IT staff members be available to assist the team with any technology needs.
- Don't be offended if we make adjustments in the schedule.
- Do tell us if a group feels like no one visited their classroom or talked to them.
- Consider providing escorts particularly in large schools that are spread out across acreage.
- The team is crazy busy on Wednesday morning finalizing details and reviewing the exit report—try not to interrupt them.



A WORD ABOUT VIRTUAL SITE VISITS

- **We are new to this game!**
- **Technology Requirements**
 - On call support manager
 - Managing waiting rooms and breakout rooms
 - Zoom fatigue
 - Large meetings
- **Protocols on how Team will communicate**
 - Increase in advanced planning
 - Documentation on who is in meetings
 - Use of chat features
 - How to manage “public gatherings” (Parents, Alumni, etc.)
 - How to conduct campus tour





Great advice:

*“Admit your shortcomings and never be defensive.
Remember you have a lot more to be proud of than to
apologize for.”*



**WE NEED
YOU!**



REFLECTIONS FOR BREAK-OUT GROUPS

- What have you learned from being a site team member?
- What is your area of expertise related to the Standards?
- Discuss some do's and don'ts of accreditation in your group.
- Why has your school not been accredited before?
- What is the difference between full and provisional accreditation?
- What is involved in developing a school's self-study?
- Why do joint visits require more planning?
- What should we remember about the CEASD Standards?
- What is a school improvement plan?
- Discuss some ways to solicit input from stakeholders.
- Share your thoughts on the role of the Team Chair and some of the skills that are needed.

Conference of Educational Administrators of Schools and Programs for the Deaf, Inc.



REFLECTION QUESTIONS

- Tell us what you need to be comfortable being a site team member or a site team Chair.
- How do you determine if your school is ready for a site visit?
- What are some tips about developing the site visit schedule?
- Why do you think its important to have a growth mindset in meetings, and interviews during the site visit?
- Why is it important to emphasize that accreditation is about school improvement?
- Why do you thing the Team Chair makes assignments to cover during the visit?
- What's the most important thing you've learned in this training?
- What would you like more training on?





What would you like to discuss on Thursday?

We look forward to seeing you online!