2020 – A Vision for Learning

2020 Accreditation Visit Training
For Public Elementary, Middle, and High Schools
Objectives for the Program

- Framework for the 2020 Accreditation Visit
- The School Summary Report
- The Accreditation Visit protocol
- Questions and Answers
Making the Shift

What are the major shifts in the new Accreditation Visit framework and process?
The process will hold schools accountable for growth on their priorities.
The spirit of the visit will be based on trust, inquiry, collaboration and support.
The visit is organized based on observing and discussing the school’s priority areas for growth along with observing teaching and learning.
The visiting team will employ a growth mindset in meetings, interactions, and debriefs with the school.
The visiting team will look for:

- Changes to the alignment with foundational elements
- Progress made in implementing the school improvement/growth plan
- Other areas of growth or change that the school is seeking feedback regarding
- The school’s capacity as a learning organization, based on the 4Cs
Welcome to CPSS!

The Committee on Public Secondary Schools (CPSS), one of the three branches of the NEASC Commission on Public Schools, is dedicated to ensuring — through accreditation — that all
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The School Summary Report
When you log into the portal, you will now see a Summary Report Template for your school

www.accportal.org/cpsvision

User names and passwords will be the same

If you forgot yours or need it reset, please email Rachelle Marconnot

rmarconnot@neasc.org
<table>
<thead>
<tr>
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<th>Title</th>
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<th>Visit Dates</th>
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<td>Collaborative Conference</td>
<td>10/03/2018 - 10/04/2018</td>
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School and Community Summary

- Update the School and Community Summary (from the Self–Reflection) if necessary, and cut and paste it into the Summary report portal
- Update the core values, beliefs, and vision of the graduate and cut and paste into the portal
- Upload the School Improvement/Growth Plan document created after the CC visit

(See p. 2, Accreditation Handbook.)
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Part 1 – Foundational Elements

- Provide detail on the school’s alignment to the Foundational Elements and any changes since the CC visit

Part 1 - Foundational Elements Alignment

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Part 2 – Reflection on Priority Areas

- Report on the progress made in all identified Priority Areas from the School Improvement/Growth Plan

**Priority Area:**

Please list your priority area goal.

**Action - Impact - Growth:**

Please describe the actions you have taken to achieve your goal, the impact it has had on student learning or the school community, and your next steps or questions regarding this priority area.

**Evidence:**

Please upload, link, or explain any evidence that you examined to determine growth in this priority area.

Related Files: Evidence
Use the **Action – Impact – Growth** framework to analyze the progress of each Priority Area.

**Action** – Describe each of the actions that have been completed related to this Priority Area.

**Impact** – What impact have the completed actions had towards alignment with the Standards and the achievement of students?

**Growth** – What are the new opportunities for growth, based on the actions and impacts to date?

(See p. 2, Accreditation Handbook.)
Evidence

- Include any evidence that the school used to determine growth in each of the Priority Area
- Upload the evidence to each Priority Area in the Summary Report
- Use the best representative evidence that supports the work completed to date
- Use the cover sheet for student work

(See p. 3, Accreditation Handbook.)
Part 3 – Reflection on Principles

- The school has the chance to re-rate any Principles for which they feel the rating may have changed since the time of the Self-Reflection and Collaborative Conference visit.
- Use the Principles of Effective Practice Rubric to determine if changes are needed.
- Write a brief explanation describing any changes that occurred and why.
- Ratings could go down if there have been any substantive changes.
Part 3 – Reflection on Principles

☑ Principle:

Standard 1 Principle 2

☑ Rating at Collaborative Conference:

Initiating

☑ Rating at Decennial:

Developing

☑ Explanation:

1 words
Part 4 – The 4Cs

Reflect and write a brief narrative on each of the 4Cs

- Conceptual Understanding
- Commitment
- Competency
- Capacity

(See p. 3, Accreditation Handbook.)
Part 5 – Planning the Visit

- Provide information on any areas you would like the visiting team to examine closely
- Suggest any specific areas of focus for the team’s classroom observations
- Start brainstorming possible visiting team activities aligned to the Priority Areas
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The Accreditation Visit Protocol
Major Shifts for the Visit

- Shifts the focus from the team finding information to the school presenting information to the team
- Shifts the responsibility to the school to demonstrate what they have accomplished since the CC visit
- Puts the school in the driver’s seat by organizing the visit around what they want to show the team
Visit Design

- Schools will design the visit, based on a menu of options.
- Some elements will be required and some will be based on the Priority Areas for the school.
- Each visit will be different, based on the Priority Areas the school has determined.
- Principals and chairs will work together to design the visit schedule.
Required Elements of the Protocol

- Priority Area Meetings
- Priority Area Observations
- Discussions about Student Work
- Classroom Observations

(See p. 6 in Accreditation Handbook for complete list.)
Classroom Observation Time is an essential part of the visit.

Team members will observe classes for 5 to 10 minutes each.

Schools will prepare a list of classes by period and schedule two to three hours each day on Monday and Tuesday.

Schools can request that visitors look for certain aspects of classroom practice.
Accreditation Visit Schedule – Sunday

- 3:00-4:00 p.m. Team arrival at the hotel/check-in orientation
- 5:00-5:45 p.m. Board of education meeting
- 6:00 p.m. Team dinner
- 7:00 p.m. Orientation and planning

(See p. 12, Accreditation Handbook.)
Accreditation Visit Schedule – Monday

- 7:30 a.m.  Team arrival at school and organizational meeting
- 8:00 a.m.  School tour
- 8:45 a.m.  Overview meeting
- 9:30 a.m.  Block A - Priority Area meetings and observations*
- 12:00 p.m. Lunch
- 12:30 p.m. Block B - Priority Area meetings and observations*
- 3:30 p.m.  Return to the hotel
- 4:00 p.m.  Team work time
- 6:00 p.m.  Dinner
- 7:00 p.m.  Team discussion and writing time

*Meetings to discuss each priority area in depth, observations of activities related to each priority area, and classroom observations, teacher conferences
Accreditation Visit Schedule – Tuesday

- 7:30 a.m.   Team arrival and organizational meeting
- 8:00 a.m.   Block C - Priority Area meetings and observations*
- 12:00 p.m.  Lunch
- 12:30 p.m.  Block D - Priority Area meetings and observations*
- 3:30 p.m.   Return to the hotel
- 4:00 p.m.   Team work time
- 6:00 p.m.   Dinner
- 7:00 p.m.   Team discussion and writing time

*Meetings to discuss each priority area in depth, observations of activities related to each priority area, and classroom observations, teacher conferences
Accreditation Visit Schedule – Wednesday

- 7:30 a.m. Team arrival
- 8:00 a.m. Team work time/finish report
- 12:00 p.m. Lunch
- 1:00 p.m. Debrief with the principal and leadership team
- 2:15 p.m. Closing remarks to the faculty**

**Ideas
- delivered by the chair and/or principal
- looking at priority areas and next steps
- workshop model
Chair’s Preliminary Visit

- Once a chair is assigned, she or he will determine a date for a preliminary visit.
- The chair will go over all preparations for the visit with the school.
- Chair will want to see the hotel, *including its workroom*, as well.
- Meeting with the faculty is not required.

(See p. 8, Accreditation Handbook.)
Accommodation Preparations

Explain to the chair the detailed plans for:

- all meals, as well as ongoing snacks, soft drinks, and coffee, including on Sunday
- the setup for the school and hotel workrooms, including the resources, supplies, and technology for the team’s arrival to the hotel workroom on Sunday
- when the team will receive reimbursement checks for travel expenses

(See p. 8, Accreditation Handbook.)
The Accreditation Report

- Part 1 – Foundational Elements Reflection
- Part 2 – Reflection on Priority Areas
- Part 3 – Learning Organization Feedback (4Cs)
- Part 4 – Reflection on Student Learning
- Part 5 – Commendations & Recommendations
Processing the Accreditation Report

➢ Chair edits visiting team draft for consistency and clarity

➢ CPS professional staff reviews draft

➢ Chair prepares revised draft

➢ Revised draft sent to principal, 10 school days to review the report
Accreditation Report Development
Chair and principal discuss the draft

Principal’s Role

➢ Seek clarification where necessary
➢ Communicate any concerns
➢ Share draft with only a few people
➢ Complete review in 10 school days

Chair’s Role

➢ Explain if necessary how the visiting team arrived at conclusions
➢ Assess whether or not concerns or requested changes are consistent with the intention of the visiting team
➢ Make appropriate changes
Accreditation Report Development

- Chair submits final copy of the report to the CPS office
- CPS staff liaison sends a final copy of the report to the principal
- Final report is reviewed at the next Commission meeting at which determination of Accreditation status made
- Notification letter is sent to the school
Principal Shares and Discusses the Accreditation Report

The principal meets and shares the report with the

- professional staff
- support staff
- central office personnel
- school board
- parents/students
- local community
Release of the Accreditation Report

- Release the entire report within 60 days to public (CPS Policy)

- Distribute to
  - superintendent
  - school board
  - faculty
  - news media
  - public library or city/town hall
  - the state’s department of education

*(See p. 14, Accreditation Handbook.)*
Post-Accreditation Visit Materials

Principal will be notified by email and will complete online

- Public Disclosure Form (Committee Policy)
- Survey of Accreditation Visit Expenses
- Principal’s Questionnaire
Looking Ahead: The Accreditation Cycle for 2020 Schools

- Accreditation visit 2030
- Development and implementation of SIP/growth plan
- Collaborative conference visit 2028
- Self-Reflection 2027

Ten-Year Cycle

- Accreditation visit 2020
  - Follow-Up Process
    - Special Progress Report (possible)
    - Revised SIP 2021
  - Three-Year Progress Report
  - Special Progress Report (possible)
  - Six-Year Progress Report
Thank you for your time and attention!

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC. COMMISSION ON PUBLIC SCHOOLS