Self-Study Workshop Materials Book

Commission on Independent Schools

New England Association of Schools and Colleges

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Pre-Workshop Self-Assessment

As a school group, take a few minutes to discuss where you are in the self-study process.

How are you feeling with regard to where you are in the process?

At this point, what kind of shape is your school in with regard to the process?

What do you need? Think in broad terms – but also try to be specific as to what you need at this point in the process and what you anticipate needing as time goes on.

What questions/concerns do you have at this point?

What do you hope to gain/learn from today's workshop?

Other thoughts/issues?

Commission on Independent Schools
Self-Study Workshop Materials Book

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Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.

What Is Accreditation?

Accreditation has two purposes: School Improvement and Quality Assurance
Accreditation has two audiences: The School's Staff and Other Interested Parties

School Improvement: This was the primary interest of the school principals and college presidents who founded NEASC in 1885 – and it is still the focus today.	*Quality Assurance*: This emphasis was added in the mid-twentieth century to qualify prospective members of NEASC and provide assurance of quality to the general public.
Assumptions: • Schools appropriately differ from one another in mission, student profile, program, and pedagogy; however, there are standards of quality common to all schools that can guide a school's self-assessment and plans for improvement. • Change initiatives are most likely to be effective if they are designed and implemented by the school community. • Schools may learn and benefit from the perspectives and recommendations of visitors from outside the school.	Assumptions: • Schools benefit from being held accountable to standards of quality established by the larger educational community. • Standards of quality should be comprehensive in their focus on overall institutional strength and integrity, respect the diversity of schools' missions, and require assessment of student outcomes. • Visitors from other schools can bring a fresh perspective and can evaluate a school's compliance with the Standards.
Actions: • The school begins a ten-year accreditation cycle by completing a comprehensive Self-Study with broad participation of the professional staff and others in the school community. • The school assesses its status with regard to the *Standards for Accreditation* and formulates plans for improvement. • The school hosts a visiting team of educators from other schools who validate the Self-Study and add their own recommendations. • The Commission follows up with regular Interim Evaluation and Special Progress Reports to monitor steps taken by the school in pursuit of its plans for improvement.	Actions: • In its Self-Study, the school assesses and documents its status with regard to the *Standards for Accreditation*. • A Visiting Committee of educators from other schools independently assesses compliance with the Standards. • The Commission requires schools to meet all *Standards for Accreditation* to become accredited and gives an accredited school only a limited time to remedy the situation if it falls out of compliance with one or more Standards. • The Commission follows up through the ten-year cycle with regular Interim Evaluation and Special Progress Reports to monitor continuing compliance with the *Standards for Accreditation*.

What Accreditation Can and Cannot Do

For School Improvement: The initiative lies with the school to make the most of the accreditation process in this regard.	*For Quality Assurance:* The Standards that schools must meet define the terms of this assurance – accreditation does not rank.

Accreditation is an effective vehicle for school improvement for all variety of schools.

- Even the strongest school benefits from engaging its faculty in a structured, comprehensive assessment of all aspects of school life that leads to plans for improvement.
- Less well-established schools often report that they have been transformed by the accreditation experience.
- Faculties value accreditation for affording them a voice, as professionals, in shaping the future of their school.
- A school community is strengthened when each member has an awareness of and appreciation for the contribution of all members, gained during the self-study process.
- The Self-Study and Visiting Committee Reports guide institutional planning.
- Follow-up by the Commission through regularly scheduled Interim Evaluation Reports, Special Progress Reports and visits assures that goals are achieved and the momentum for change is maintained.

However, it should be noted that accreditation is premised on the voluntary commitment of a school to ongoing improvement efforts. When, for whatever reason, a school seeks to do only the minimum to satisfy the requirements of NEASC, school improvement efforts may be undermined and achievements minimized.

Accreditation's claim to quality assurance is based on holding a school accountable for meeting all the *Standards for Accreditation*.

An accredited school is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so.

However, it should be noted that:

- Accreditation speaks about the overall school and does not guarantee the experience of an individual student or the quality of a specific class or program.
- Evaluation of a school for accreditation takes place at a specific time and cannot anticipate changes that may occur subsequently.
- The decennial review – with the Self-Study and Visiting Committee Reports – affords the greatest scrutiny.
- Interim Evaluation Reports, Special Progress Reports, and Focused Visits are employed in the intervening years to provide significant continuing oversight between comprehensive evaluations.

Note: Complaints that schools are not meeting one or more Standards are inquired into by the Commission which will direct a school to take corrective action, if warranted.

NOTE:

- NEASC has four commissions, each of which maintains its own Standards and employs a somewhat different accreditation process. While the outline above applies generally to all of the Commissions, it is based on the specific policies and practices of the Commission on Independent Schools.

- The U.S. Department of Education, which oversees the accreditation of institutions of higher education, emphasizes the importance of quality assurance. People invest in schools (as tax-payers, tuition-payers, employers, donors, etc.) and they should get information on how successful a school is, primarily in terms of student learning and student success.

Guidelines for the Self-Study

The Self-Study is an exercise in thoughtful reflection, analysis and strategic planning. It presupposes work done in advance that provides background information. The Self-Study should be inclusive of all faculty and should engage others as the school deems appropriate. The Self-Study Report consists of two parts: (1) review and documentation of compliance with the NEASC Standards and (2) reflection, formulation of recommendations, and identifying issues for further discussion in response to the findings of the Self-Study Committees.

Preparation for the Self-Study

Prior to beginning the Self-Study the school must gather background information that will inform the work of the committees, as follows:

1. The Mission. The school should review the existing mission statement through an inclusive process and revise as needed.

2. The Curriculum. The school must have in place a description of the curriculum in a format appropriate to the school. At the minimum, the curriculum needs to address issues of continuity and coherence, serve as a basis for curriculum discussion and development, provide guidance for new teachers, and present information for prospective families.

3. Reflection on Major Programs. Committees, including a range of perspectives, should be formed to examine each major program area (subject areas, departments, and core non-academic programs) and write a brief report commenting on:
    a. The contribution to the mission of the school
    b. The consistency of activities with the school's beliefs about teaching and learning
    c. Planned continuity across grade levels
    d. Coordination with the school's stated curriculum plan
    e. Appropriateness of offerings for the full range of the student body
    f. Pedagogical methods used
    g. Contribution of the area to achieving the school's goals for students and students' goals for themselves
    h. Adequacy of available resources
    i. Professional development opportunities provided
    j. Strengths/weaknesses and areas in need of improvement

    These reports will be uploaded to the portal as part of Standard 4. They will provide the basis for the school's overall response to Standards 4, 5, and 6 in the Self-Study Report.

4. Surveys. Schools will survey parents, faculty, and students. Secondary grades will also survey alumni/ae. The school may design its own surveys, but should include questions based on the survey questions suggested by NEASC. The results should be summarized, given to all Self-Study Committees, and included in the supplementary materials for the Visiting Committee.

5. Statistics. The school will compile statistics on admissions and on student performance.

6. Documents. The school will gather together existing policy documents, plans, and handbooks.

7. Finances. The school will prepare historical information (for at least two prior years) on school finances and will schedule a financial review or audit by an independent accountant or arrange for an approved alternative report on finances.

Self-Study School Data Sheet

The school must complete the School Data Sheet, which includes writing a brief introduction to the Self-Study that provides a narrative description of the history, mission, and culture of the school. This is intended to give an introduction to the school to the Visiting Committee and the Commission when they review the Self-Study Report. Parts of it may be copied and included in the Visiting Committee Report.

Self-Study Part I: Reviewing the Standards

Each Standard must be addressed separately in the Self-Study Report (see *Manual for School Evaluation* for a Part I sample template page). The school should appoint a number of Self-Study Committees, each responsible for one or more Standards. The Self-Study Committee(s) for the overall Program Standards (4, 5, and 6) will include representatives from all major program areas. The committees should proceed as follows:

1. Gather and review relevant information from program committee reports, surveys, handbooks, policy manuals, compilations of data, etc.

2. Discuss the Standard and suggested indicators, identify other possible indicators relevant to the school, assess compliance with the Standard, and identify questions to be asked and people to be interviewed.

3. Interview individuals and convene groups to discuss the school's compliance with the Standard and to explore further actions that the school might take in this regard.

4. Draft the section of the Self-Study Report for the Standard. It should include five elements:

   a. A narrative description of the school's position with regard to the Standard

   b. A description of the process followed by the committee in inquiring into the Standard, committee membership, and meeting dates

   c. Documentation that the Standard is met or a detailed explanation of proposed steps to bring the school into compliance, the resources available, and the timetable for this to be accomplished

   d. Rating of the school on the degree to which it meets the Standard

   e. Recommendations for ways in which the school might strengthen itself in regard to the Standard

Self-Study Part II: Reflection, Recommendations, and Issues for Further Discussion

An assignment as comprehensive and self-reflective as the preparation of Part I of the Self-Study will generate a variety of future oriented questions, concerns, ideas, recommendations, and commitments from those who participate in drafting it and those who review it before submission to NEASC. Part II of the Self-Study (see page *Manual for School Evaluation* for the template sample) asks the school to draw together and prioritize these ideas into a thoughtful, reflective, creative summary of the school's most significant concerns, hopes and dreams for the future.

Part II of the Self-Study is intended to be a macro-look at major findings, presented in a one to three page report. The school may present its findings in any of several formats:

- As recommendations that are *self-identified* and are action-oriented
- As issues for further discussion in which the goal is to extend important conversations generated by the Self-Study
- As a combination of both action items and discussion items

Key elements to discuss within the report are:

- Report of major findings and conclusions
- Prioritization of the findings with explanation
- Specific action items for any Standard(s) on which the school rates itself as SU1 or SU2 (see note below)
- Overview of implementation strategies to address the conclusions, including:
  - Part II committee membership
  - Meeting schedule
  - Timeline
  - Any specific procedures

Part II of the Self-Study, once completed, becomes a central resource for future planning at the school. Quite often, it will evolve nicely into the school's next Multi-Year Strategic Plan. In the short run, it is a vital resource to the school's advancement team.

Note on unmet Standards: Specific action items must be presented in Part II for any Standard on which the school rates itself as SU1 or SU2. A Special Progress Report followed by a staff visit will be assigned to be due within one year.

Assessment of Standards

Standards should be assessed through the lens of student experience. The fundamental test is whether or not students are supported. When a Standard is "Met," student experience is reasonably whole, positive and creative. When it is "Unmet," students are – or may be – adversely affected. While some Standards have more direct or immediate student effects, every Standard ultimately makes itself felt in the lives of a school's students.

SM1:   Standard Met: evidences clear understanding, effective implementation and thorough planning for further improvement.

SM2:   Standard Met: evidences understanding, evolving implementation and planning for improvement.

SU1:   Standard Unmet: evidences inadequate understanding, implementation and planning for remediation that may foreseeably compromise student experience.

SU2:   Standard Unmet: lacks understanding, implementation and planning for remediation, thereby compromising student experience.

During the Self-Study, schools rate themselves on every Standard.

During its visit, the Visiting Committee also rates the school on every Standard. When the Committee's ratings differ from the school's rating, the Committee will explain its conclusions.

Assessment of Standard	
Met *(The students' experience is supported.)*	**Unmet** *(The students' experience is compromised.)*
SM1. Standard Met evidences clear understanding, effective implementation and thorough planning for further improvement.	SU1. Standard Unmet: evidences inadequate understanding, implementation and planning for remediation that may foreseeably compromise student experience.
SM2. Standard Met: evidences understanding, evolving implementation and planning for improvement.	SU2. Standard Unmet: lacks understanding, implementation and planning for remediation, thereby compromising student experience.

Review and Edit

The school might consider asking an outside reader (an alumnus/a, trustee, retired teacher, parent or other knowledgeable person who was not actively involved in the Self-Study) to review the final draft for clarity and completeness.

Letter from Head of School & Distribution of Self-Study 4-6 Weeks Prior to the Visit Date

At least one month before the visit, the school will complete the Self-Study Report in the portal. Documents such as the staff list, daily program schedule (including teacher assignments to tentatively schedule classroom visits and interviews) and directions to the school and hotel should be attached in the portal. The Head of School's welcome letter to the team may be emailed and copied to the Commission at cis@neasc.org. An *optional* hard copy confidential letter to the Chair, with financial or sensitive information, should **only** be sent to the Chair and the Commission office.

COMMISSION ON INDEPENDENT SCHOOLS
Standards for Accreditation

Standard 1 (Mission): There is congruence between the school's stated mission and core values and its actual program, policies, planning, and decision-making at both the operational and governance levels.

Standard 2 (Governance): The school has an appropriate system of governance that assures that the school remains true to its mission and that it has the necessary resources to support its present and prospective operations.

Standard 3 (Enrollment): The admissions process assures that those students who enroll are appropriate, given the school's mission, and are likely to benefit from their experience at the school.

Standard 4 (Program): The school provides a comprehensive program of intellectual, aesthetic, and physical activities that is appropriate to support the school's mission and core values, and is consistent with the needs of the range of students admitted. Program planning is informed by relevant research regarding how students learn and the knowledge and capacities they will need to lead purposeful and constructive lives.

Standard 5 (Experience of the Students): The school actively considers individual students and has developed plans, policies, programs, and pedagogy to nurture, support, and encourage all students to reach their potential and to participate in the life of the school.

Standard 6 (Resources to Support the Program): Given the school's mission, there are adequate resources (space, equipment, technology, materials, and community) to support the school's program.

Standard 7 (Early Childhood Program): The Early Childhood Program enriches the social and intellectual development of its students by providing comprehensive programs and appropriate staffing, resources and facilities.

Standard 8 (Residential Program and/or Homestay Program): The Residential Program and/or Homestay Program provide for an intentional curriculum, appropriate facilities, engaging activities, and adequate supervision to meet the needs of each student.

Standard 9 (Faculty): There is a sufficient number of appropriately qualified faculty to carry out the mission of the school and the school follows a comprehensive and defined program of professional development that supports continued enhancement of teachers' skills.

Standard 10 (Administration): The administration provides leadership and maintains a structure to facilitate the effective functioning of the school, including the participation of faculty in decision-making.

Standard 11 (Evaluation and Assessment): The school engages in forms of programmatic assessment consistent with fulfilling its mission and core values. This data is used to inform decision-making and planning.

Standard 12 (Health and Safety): The school is a safe place that supports the physical, emotional and cognitive health and development of all students, faculty and staff.

Standard 13 (Communication): The school maintains effective systems of external and internal communication and record keeping that inform all constituents and facilitate participation where appropriate.

Standard 14 (Infrastructure): There are adequate resources (personnel, finances, facilities, equipment, and materials) to provide for the overall institutional needs of the school.

Standard 15 (The Accreditation Process): The school is fully committed to institutional improvement and to the process of accreditation. The school completed an inclusive Self-Study, conducted in a spirit of full disclosure and following Association guidelines; responds to Commission recommendations and the requirement to meet all Standards; and participates fully in the peer review process, hosting a Visiting Committee and sending personnel to serve on Visiting Committees to other institutions.

Notes

Self-Study Coordinator Checklist

Advance Work: Logistics and Administrative Tasks
☐ Login information and instructions for the online portal will be sent to the Head of School and Self-Study Coordinators in advance.
☐ Self-Study materials are available at: http://cis.neasc.org/resources_for_member_schools/selfstudy_materials.
☐ Sign up for the Self-Study Workshop and/or Evaluator Workshop.
☐ Meet with Head of School to decide makeup and responsibilities of Steering Committee.
☐ Meet with Head of School to plan calendar of professional days/half-days for Self-Study.
☐ Set date for faculty presentation by NEASC staff member to kick-off Self-Study.
☐ Plan with Steering Committee the overall calendar for preliminary work on the surveys and major program reviews, and then for Parts I and II of the Self-Study (will all Standards Committees meet simultaneously or will Part I of the Self-Study be divided with groups of Standards done consecutively?).
☐ Work with technology person to explore possible support systems for the Self-Study and to review the online portal.
☐ Arrange with Head of School for review and/or discussion to confirm mission statement.
☐ Review with Head of School the requirements for financial reports and legal and regulatory documentation.

During the Self-Study	
Self-Study Organization	**Logistics and Administrative Tasks**
☐ Schedule, after NEASC staff presentation, a faculty meeting to review Self-Study Committees, calendar, and procedures.	☐ Arrange with Head of School for pre-visit by Visiting Committee Chair.
☐ Survey faculty on preferences for Self-Study Committees.	☐ Gather supplementary materials.
☐ Work with (or confirm with) Steering Committee to make committee assignments.	☐ Meet with Head of School to determine arrangements for Visiting Committee (hotel reservations, dining plans, in-school meeting room, Sunday reception with trustees).
☐ Meet with committee Chairs to review expectations and calendar.	
☐ Conduct a preliminary "vote" by faculty on the Standards to provide focus for issues to be explored in the Self-Study.	
☐ Appoint and meet with appropriate committees to prepare and administer surveys of faculty, parents, and students.	☐ Plan with Head of School a faculty meeting to discuss Part II and immediate actions to be taken.
☐ Appoint committees for each "major program" to review and report on Standards 4, 5, and 6.	☐ Reach agreement with the Head of School for how the Visiting Committee Report will eventually be distributed to all faculty and others who participated in the Self-Study.
☐ Gather all data from the preliminary work (surveys, major program reports, published materials, statistics) and distribute it to Part I committees.	
☐ Meet bi-weekly or monthly with committee Chairs and/or Steering Committee to monitor progress.	
☐ Send reminders of the schedule for drafts of the report, sharing with full faculty, revisions, etc.	
☐ When Part I is complete, convene a representative committee to draft Part II.	

Follow-up: Logistics and Administrative Tasks
☐ Edit Parts I and II of the Self-Study in the portal and complete final draft.
☐ Arrange for critique of Self-Study Report for readability by an outside person.
☐ Review final draft with Steering Committee and Head of School.
☐ Confirm arrangements for Visiting Committee members.
☐ Distribute final Self-Study Report to faculty prior to full faculty meeting to review and discuss in preparation for visit.
☐ Submit Self-Study Report in the portal for Visiting Committee and NEASC at least four weeks before visit.
☐ Compile and arrange supplementary materials for review during the visit.
☐ Make final check of arrangements for Visiting Committee members.

Suggested Self-Study Committee Assignment Guide

The Self-Study Report should be a comprehensive document which includes the perspectives of all representative members of the school community. This guide is only a suggested list of those whom you may wish to participate in specific areas.

Preparation for the Self-Study

Program Committees

> All faculty members will serve as members to both write, if needed, the program in a manner appropriate to the school and review the school's major programs in light of Standards 4, 5 and 6. Programs include all subject areas, departments, and core non-academic programs. Individual program reviews are not included in the Self-Study.

Survey Committee

> Representatives from the parents, faculty and administration.

Statistical Information Committee

> Representatives from the administration, faculty and admissions staff.

Steering Committee

> How will you distribute the results of each of the above, and to whom?

Self-Study Part I:
Reviewing the Standards

1. **Mission** – Representatives from the administration, faculty, trustees/ board, parents and students (if applicable).

2. **Governance** – Representatives from administration, faculty, and trustees/board.

3. **Enrollment** – Representatives from administration, faculty, and parents.

4. **Program**
5. **Experience of the Students**
6. **Resources to Support the Program**

> Representatives from the faculty from all major program areas. These representatives may also include, but are not limited to, faculty members with particular expertise such as a librarian, technology coordinator, counselor and other non-academic personnel.

7. **Early Childhood Program** – Members of the early childhood staff and lower grade faculty.

8. **Residential Program and/or Homestay Program** – Representatives from administration, faculty, parents and students (if applicable).

9. **Faculty** – Representatives from administration and faculty.

10. **Administration** – Representatives from administration, faculty, and support staff.

11. **Evaluation and Assessment** – Representatives from administration, faculty, and trustees/board.

12. **Health and Safety** – Representatives from administration, faculty, health service, maintenance, and food staffs.

13. **Communication** – Representatives from administration, faculty, support staff, parents, students, and alumni/ae as applicable.

14. **Infrastructure** – Representatives from administration, faculty, and trustees/board.

15. **The Accreditation Process** – Representatives from administration and faculty.

Self-Study Part II:
Reflection, Recommendations, and Issues for Further Discussion

Representation from all of the Standards Committees and the Steering Committee.

Preparation for the Self-Study
Review of Major Program Areas

All major program areas should be reviewed in preparation for writing the Self-Study. Programs include all subject areas, departments, and core non-academic programs.

For each major program area, the program committees should complete *Indicator Checklists* for Standards 4, 5, and 6 (attached) and write a brief, one-page report to be used in Part I of the Self-Study. These reports and checklists will be given to the Self-Study Committees for Standards 4, 5, and 6.

The report should comment on:

1. The contribution to the mission of the school

2. The consistency of activities with the school's beliefs about teaching and learning

3. Planned continuity across grade levels

4. Coordination with the school's stated curriculum plan

5. Appropriateness of offerings for the full range of the student body

6. Pedagogical methods used

7. Contribution of the area to achieving the school's goals for students and students' goals for themselves

8. Adequacy of available resources

9. Professional development opportunities provided

10. Strengths/weaknesses and areas in need of improvement

Preparation for the Self-Study – Review of Major Program Areas
Indicator Checklist

Standard 4 (Program): The school provides a comprehensive program of intellectual, aesthetic, and physical activities that is appropriate to support the school's mission and core values, and is consistent with the needs of the range of students admitted. Program planning is informed by relevant research regarding how students learn and the knowledge and capacities they will need to lead purposeful and constructive lives.

The Self-Study Committee for Standard 4 should complete this form. Review each suggested indicator, assess whether your program meets this indicator ("Yes" or "No"), and add any comments explaining your position and any plans regarding the indicator.

	Suggested Indicators	**School Meets (Y/N)**	**Comments**
4.a.	Professional development time is used for faculty to research, study, and discuss issues of teaching and learning and the capacities students will need to develop.		
4.b.	The school's program demonstrates consideration for the appropriate intellectual, social, physical, aesthetic, emotional and ethical development of students in all aspects of school and student life.		
4.c.	The curriculum demonstrates continuity from year to year.		
4.d.	The school has a policy for regularly reviewing the academic program and has completed a recent, written curriculum plan outlining desirable and/or necessary improvements.		
4.e.	Attention is paid to transitions between grade levels and/or divisions of the school so as to facilitate passage of students from one level/division to another.		
4.f.	The program offers a variety of cultural experiences to reflect (a) the diversity of students enrolled and (b) the multicultural nature of the region, country, and world.		
4.g.	The school recognizes developmental levels of children and takes them into consideration in planning the program and teaching methodologies.		
4.h.	The school evaluates the academic rigor, effectiveness, and integrity of online courses that its students take and of any online courses that the school itself offers, on a regular basis.		
	Other Indicators the school proposes.		

Preparation for the Self-Study – Review of Major Program Areas
Indicator Checklist

Standard 5 (Experience of the Students): The school actively considers individual students and has developed plans, policies, programs, and pedagogy to nurture, support, and encourage all students to reach their potential and to participate in the life of the school.

The Self-Study Committee for Standard 5 should complete this form. Review each suggested indicator, assess whether your program meets this indicator ("Yes" or "No"), and add any comments explaining your position and any plans regarding the indicator.

	Suggested Indicators	**School Meets (Y/N)**	**Comments**
5.a.	The school recognizes differences within the student body such as gender, learning style or ability, race, age, ethnicity, family background, socio-economic status, sexual orientation, and religious practice, and actively responds to students' and adults' positive or negative experiences.		
5.b.	Time is made available on a regular basis for teachers to plan together and to discuss students (both individuals and groups).		
5.c.	Time is made available on a regular basis for teachers to learn ways in which their backgrounds help and/or hinder their ability to work with students, parents, and other adults in the community.		
5.d.	There is a procedure in place to assess and report on how individual students are meeting the goals of the program with regard to both personal and academic growth.		
5.e.	There is a process in place to see how the school's program needs to change to reflect the diversity of cultural experiences and to identify adults and/or students who will need additional support to function effectively in a pluralistic environment.		
5.f.	Resources are available to faculty (in-school or through outside consultants) to assist in identifying and meeting the needs of individual students.		

Preparation for the Self-Study – Review of Major Program Areas
Indicator Checklist

Standard 5 (continued)

	Suggested Indicators	**School Meets (Y/N)**	**Comments**
5.g.	There is a process in place to identify students who might benefit from a modification of the program.		
5.h.	There is a process in place to identify students for whom the school is inappropriate and a supportive process for counseling those students.		
5.i.	Counseling, advising, and guidance procedures and personnel address the needs of the students.		
5.j.	College or school placement counseling, as applicable, addresses the needs of the students.		
5.k.	Information is systematically gathered regarding students' experience at the school and is used to inform program planning.		
5.l.	The school promotes an equitable, just, and inclusive community that inspires students to respect and value diversity and to be active and responsible citizens, and has ways to insure that this objective is met.		
5.m.	The school assures that, if students take or the school offers online courses, the design and delivery of the online courses meet the needs of the students and support student-to-student and student-to-faculty interactions.		
	Other Indicators the school proposes.		

Preparation for the Self-Study – Review of Major Program Areas
Indicator Checklist

Standard 6 (Resources to Support the Program): Given the school's mission, there are adequate resources (space, equipment, technology, materials, and community) to support the school's program.

The Self-Study Committee for Standard 6 should complete this form. Review each suggested indicator, assess whether your program meets this indicator ("Yes" or "No"), and add any comments explaining your position and any plans regarding the indicator.

	Suggested Indicators	**School Meets (Y/N)**	**Comments**
6.a.	Instructional facilities (including space, furnishings, and play/recreation areas) are adequate for the instructional program and are age appropriate.		
6.b.	There are instructional materials and equipment in sufficient quality, quantity, and variety to give effective support to the aims and methods of the program.		
6.c.	The school has a library plan which is integrated with the curriculum and which provides students with age appropriate experiences in research and reading and supports the broad purposes of the educational program.		
6.d.	The school has an academic technology plan, developed by teachers and academic leaders, covering the integration of technology into the various components of the program and providing for the professional development of teachers in the implementation of this plan.		
6.e.	The school has in place an acceptable use policy of which students and families are informed, and the school provides information to students and families on the appropriate and ethical use of technology.		
6.f.	There are procedures in place to assure that teachers have a leading role in planning the use of technology in their teaching.		
6.g.	Non-academic programs, if available, are consistent with the school's mission and are well organized, supplied, and staffed.		

(table continued on the next page)

Standard 6 (continued)

	Suggested Indicators	School Meets (Y/N)	Comments
6.h.	The schedule is planned by day and year to provide for the total program.		
6.i.	The school interacts with the community in which it is located and avails itself of community resources.		
6.j.	The school strives to be a positive member of the community in which it exists, is sensitive to the interests of its neighbors, and takes appropriate advantage of the character of its setting.		
6.k.	The financial aid resources committed to students and their families reflect the goals and mission of the school.		
6.l.	The school has sufficient resources to support any online courses it does offer.		
	Other Indicators the school proposes.		

SAMPLE PAGE
Self-Study Report Template, Part I

Standard 4 (Program): The school provides a comprehensive program of intellectual, aesthetic, and physical activities that is appropriate to support the school's mission and core values, and is consistent with the needs of the range of students admitted. Program planning is informed by relevant research regarding how students learn and the knowledge and capacities they will need to lead purposeful and constructive lives.

Assessment of Standard	
Met *(The students' experience is supported.)*	**Unmet** *(The students' experience is compromised.)*
SM1. Standard Met: evidences clear understanding, effective implementation and thorough planning for further improvement.	SU1. Standard Unmet: evidences inadequate understanding, implementation and planning for remediation that may foreseeably compromise student experience.
SM2. Standard Met: evidences understanding, evolving implementation and planning for improvement.	SU2. Standard Unmet: lacks understanding, implementation and planning for remediation, thereby compromising student experience.

School's Self-Assessment _____

Brief narrative description of the school's position with regard to this Standard
(This summary may be copied and used in the Visiting Committee Report.)

Self-Study Committee membership, meeting schedule, and procedures

List of background materials reviewed and people interviewed:

___Parent survey
___Faculty survey
___Student survey
___Alumni/ae survey
___Department and major program reports
___Publications (list)
___Other (list)

Comments regarding suggested indicators
(*Indicator Checklists* with comments should be included in the supplementary materials)

Comments regarding alternative indicators proposed by the school

Notable strengths of the school in this area

Notable weaknesses/needs

Aspects warranting attention

Recommendations for school improvement and issues for further discussion

SAMPLE PAGE
Self-Study Report Template, Part II

Self-Study Part II:
Reflection, Recommendations, and Issues for Further Discussion

This section asks the school to explore and determine the most significant findings and conclusions uncovered in Part I, to define and characterize them thoughtfully, to explain how they will be prioritized, and finally to explain the implementation of responses to them.

In addition, please present specific action items for any Standard on which the school rates itself as SU1 or SU2.

The school may present its findings in a one to three page report, using any format appropriate to the school. (See *Guidelines for the Self-Study* in the *Manual for School Evaluation* for more details.)

The key elements are:

- Report of major findings and conclusions
- Prioritization of the findings with explanation
- Specific action items for any Standard(s) on which the school rates itself as SU1 or SU2
- Overview of implementation strategies to address the conclusions, including:
    o Part II committee membership
    o Meeting schedule
    o Timeline
    o Any specific procedures

Self-Study Workshop Scenarios

Scenario #1

You are running a faculty meeting where you are trying to encourage the faculty to get started on the Self-Study. A NEASC staff person made a presentation to the faculty about the process the previous week and you have published some tentative assignments and a schedule of meetings to have a few committees begin the work. At one point in the meeting you ask if there are any questions.

A grumpy classroom teacher raises her hand. "I really hope that you won't expect *me* to be on one of those committees. I teach 5 classes, work in the after-school program, and am on the Discipline Committee. I just don't see how I can get involved in this stuff."

You are the Self-Study Coordinator:
What do you do? When do you do it? What role, if any, does the Principal take? What could you have done to anticipate this situation?

Scenario #2

The Self-Study Committee on Standard 6 (Resources to Support the Program) is in the process of reviewing reports from the individual departments and programs. A situation is evolving which concerns you quite a bit.

First of all, three separate areas (the arts, technology, and athletics) have each come up with plans and recommendations that will cost more than $100,000 each. In addition, a number of faculty members have come to see you to complain that they didn't know that one could put plans or needs requiring additional expenditures into the analysis of their programs. They've heard about the technology "demands" and want to rewrite their sections.

All this comes during a time when budgets are tight. A campaign for the expansion of the parish hall is nearing completion, but not all the money has been raised.

You are the Self-Study Coordinator:
What do you do? When? How do you involve the principal? The pastor? The faculty? What are the issues here? What could you have done to anticipate this situation?

Scenario #3

The Chair of the Committee for Standard 12 (Health and Safety) comes to you to complain. She and her group, which includes the Head of the Lower School, several teachers, the school nurse, and the athletic director, worked long and hard on the research, the discussion, and the writing. They were proud of their report. However, their report was just distributed to the faculty, along with several others, and the Committee was stunned to find that it had been substantially altered. Members of the Committee said they could hardly recognize the conclusions reached and that recommendations to address serious concerns had been eliminated.

The Chair tells you that she had asked the Principal and was told that "the Steering Committee made a few changes to make it fit better into the whole tone of the Self-Study Report." She is in a fury, and asks you what, if anything, can be done? She wonders (out loud) why her Committee had done all that work? For naught?

You are the Self-Study Coordinator:
What do you do? To whom can you go? What are the issues here? What could you have done to anticipate this situation?

Scenario #4

Your school is in the midst of the Self-Study. The group doing the analysis of the Residential Program consists of a committee of five, including the powerful and charismatic Director of Residential Life. The first draft comes in to you, glowing with accolades, but very brief with no suggestions or recommendations for any change or improvements.

You know that the dorms are staffed by the youngest and least experienced faculty, that foreign students have complained about feeling uncomfortable and "left out," and that there has been a lot of talk among the faculty and parents about the paucity of weekend activities for seven-day boarders.

You are the Self-Study Coordinator:
What do you do? To whom do you speak? What do you say to your Steering Committee? What are the issues here? What could you have done to anticipate this situation?

Scenario #5

In order to get a better handle on the faculty's sense of the issues facing the school, and because you were encouraged to do so by a NEASC staff member, you prepared (with input from the Steering Committee) a comprehensive survey and delivered it to all faculty and staff members in the preliminary phase of the Self-Study. It contained (in one of several sections) five specific questions concerning leadership: the effectiveness of the administration, general leadership, communication, decision-making practices, and the overall direction of the school. You stressed to faculty that anonymity would be preserved and that people should feel free to express their true feelings.

The results of the survey showed that, when the various leadership components were measured separately, fully 78% of the faculty felt "very concerned" about at least two of the five areas. The Head was broadly criticized for an arrogant nature, not consulting or often even informing the faculty on major issues, seemingly arbitrary decision-making practices, and a general feeling that he was unilaterally trying to change the mission and direction of the school.

You took the summary findings of the survey to the Head for guidance as to how to proceed. He was dismissive and, well, arrogant. He suggested you discount the survey since "the faculty doesn't know the whole picture," destroy the results for that section, and proceed with the Self-Study without announcing the results to the faculty and certainly not to the Board of Trustees.

Within several weeks of the administration of the survey, members of the Steering Committee, including a trustee member, approach you to ask about the results of the survey. You stall, but know that, soon, you'll have to take some action.

You are the Self-Study Coordinator:
What do you do? With whom can you consult? What could you have done to anticipate this situation?

Scenario #6

The Visiting Team is set to arrive on campus in a month. You need to complete the report in the portal for the team to review within the week. You have successfully pulled together a good Self-Study Report: Part I which you handed off to the Head of School for review several months ago. She commented that she was pleased with it. Grateful for the praise, you still needed to remind her that the report was not done without the thoughtful completion of Part II. She acknowledged this, and went on to say that she would write Part II sometime over the summer. Today, you can wait no longer and schedule a meeting with your Head. Aware of the purpose of the meeting, she is ready with her Part II reflections in hand. It is instantly clear that what she completed is not nearly on par with the quality of Part I of the Self-Study, and shows that very little thought went into it.

You are the Self-Study Coordinator:
Now what?

Questions for the Self-Study Coordinator

Your Mandate	School Priorities/Focus	Personnel Focus

Who expects what from you as the Self-Study Coordinator? What are you responsible for accomplishing?	What are the "big picture" issues?
	  Current plans?
	  Current challenges?
	  Known "wish lists"?
		Who are the most influential members of the school community? Who are the positive leaders?

What authority/capacity have you been given by the Head of School?	What are the "elephants" in the room?	Who are the able writers? Who are the techies?
Who will have the final word on editing the Self-Study?	Which Standards will require special focus? Are there sequencing concerns?	Who can you count on to support you in accomplishing the work of the Self-Study?
What logistical and other help is available to you?	Are there gaps in readiness to begin the Self-Study? What advance work needs to be done?	What are the best matches between priority standards and available personnel?

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