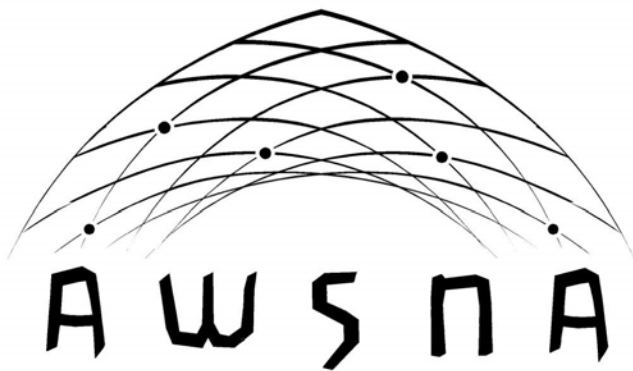


AWSNA/WASC Evaluation/Accreditation Guide



Part I: Guide for Self-Study Part II: Handbook for Visiting Team

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AWSNA/WASC Evaluation/Accreditation Guide

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Self-Study Introduction

Parameters of a WASC/AWSNA Self-Study

The Association of Waldorf Schools of North American (AWSNA) collaborates with the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC), one of six regional accrediting associations in the United States.

This self-study instrument is designed to be used by all Waldorf schools seeking joint accreditation with WASC and AWSNA. and contains the WASC/AWSNA criteria and principles. This self-study document is an integral part of the accreditation process that focuses on student learning, school improvement, and accountability.

The accreditation process is designed to assist schools in examining and evaluating all aspects of the program and operations. The school will also develop measurements that will show the degree to which the school's goals are achieved. Because each school community is unique, the accreditation process permits the school to use considerable flexibility in its approach to the study yet still be linked to sound components of a quality self-assessment. The school is required to demonstrate that it has accomplished the five parameters for analysis listed below:

1. *the involvement and collaboration of stakeholders in the self-study.*
2. *the clarification of the school's purpose and the expected schoolwide learning results (schoolwide student goals)*
3. *the assessment of the actual student program and its impact on student learning with respect to the criteria and the expected schoolwide learning results.*
4. *the development of a schoolwide action plan that integrates subject area/program and support plans to address identified growth needs.*
5. *the development and implementation of an accountability system for monitoring the accomplishment of the action plan.*

Suggested Calendar

This suggested calendar is based on a March visit. Adjustments will need to be made for earlier visit dates, and also to fit local conditions.

F. School Year Prior to Visit

- *October/November (Submit application to AWSNA before October 1.)*
 1. Receipt of self-study manuals
 2. Attendance at self-study coordinator training
 3. Initiation of planning for the self-study
 4. Orientation of the staff conducted by the school head and/or the coordinator of the self-study or the AWSNA Accreditation Coordinator during introductory visit.
 5. Appointment and training of all school committees
- *November-January:*
 1. Compilation of data for Student/Community Profile
 2. Clarification of school purpose and schoolwide goals for students
 3. Review of progress from last self-study
 4. Additional self-study training/coaching

G. School Year Prior to Visit and Year of Visit

- *February-December :*
 1. Additional self-study training/coaching
 2. Data gathering and analysis based on WASC/AWSNA criteria and standards
 3. Synthesis of all information/evidence
 4. Determination of areas of improvement
 5. Creation of schoolwide action plan
 6. Establishment of schoolwide follow-up process
 7. Final copy turned in for compilation and editing
 8. Schedule for visit, housing, etc. arranged in cooperation with visiting committee Chair during the one-day visit.

Year of Visit

- *December/January:*
 1. Mailing of report from the last visiting committee and a copy of the current self-study report to each visiting committee member **4-6 weeks** prior to visit
 2. Mailing of one self-study report to the WASC Office (this must be a CD or disk copy). Mail a hard copy to the AWSNA Accreditation Office along with a disk copy and one hard copy to each designated member of the Accreditation Review Committee.
- *February--April:*
 1. Visit.
 2. Mailing of the visiting committee report to WASC (10 copies) and AWSNA

(1 copy) within two weeks after visit. Also send a disk or CD or an e-mail attachment to AWSNA.

➤ *Spring of Visit:*

1. Revision of schoolwide action plan to incorporate recommendations from visiting committee and submission of revised schoolwide action plan to WASC office and to AWSNA office within six months of the visit. (Note: Based on a March or April visit, the plan must be submitted prior to or by October 31, depending upon the date of the full visit.
2. Implementation of schoolwide action plan that is coordinated by a follow-up committee (e.g., steering committee, focus or schoolwide groups) The school committee's work over the next few years will be the basis for annual reports and the final progress report
3. Meetings of the WASC Commission and the AWSNA Accreditation Review Committee.
4. Notification of schools regarding actions

Self-Study Committees

The entire staff and representatives of the student body and school community are involved in the preparation of the self-study which is accomplished over a period of months. WASC and AWSNA provide special self-study coordinator workshops to assist schools in conducting the self-study.

There is flexibility in the self-study committee structure. The number of committees and the size of each will depend on the size and complexity of the school; the suggested size of any committee is no more than 12-15 members. In addition to the leadership team or steering committee for overall self-study coordination, schools may choose to form a committee for each of the chapters of the self-study.

A second alternative could be to organize schoolwide focus groups for each chapter and home groups for specific subject area/program/support work. A *schoolwide focus group* is an interdisciplinary committee that includes representatives of all subjects/programs, students, administrators, support staff, parents, community/business, board and other school community members. A *home group* refers to school staff and other school community members organized by subject area, program, grade level, support area, student, parents or other type of responsibility.

Organization of the Self-Study Document

Self-Study Report Format

The self-study document is divided into the following sections:

Preface: Explanation of the school self-study process used to accomplish the parameters of the self-study

Chapter I: Student/Community Profile and Supporting Data

- A. Provide a student/community profile summary of analyzed data and conclusions.
- B. Provide supporting charts, tables, graphs.
- C. Appendix: Include additional pertinent information such as the master schedule, summary of performance data, etc. Other information can be on exhibit during the visit.

Chapter II: Expected Schoolwide Learning Results (Schoolwide Student Goals)

- A. State the expected schoolwide learning results or schoolwide student goals.
- B. Discuss the process used to determine the expected schoolwide learning results.

Chapter III: Progress Report

Write a summary of progress on the schoolwide action plan that incorporated the major recommendations left by the Visiting Committee from the previous full self-study. Use the annual reports and mid-term visiting committee report, if a mid-term visit was conducted.

Chapter IV: Self-Study Findings

For the **categories of criteria/principles**, prepare a summary of findings for each aspect of the broad categories based on the guide questions. Include the following: 1) the findings based on evaluation of school in comparison to the concepts of each criterion and principle and the guide questions; 2) the evidence that supports these findings, and 3) the identification of strengths and growth needs (prioritized).

- A. Purpose, Goals, and Philosophy
- B. Educational Program
- C. Student Activities
- D. Student Services and Auxiliary Programs
- E. Governance, Leadership, and Ongoing School Improvement
- F. Resources
- G. Personnel
- H. The School Community

Chapter V: Schoolwide Action Plan

A. Describe the schoolwide action plan.

- For each action plan section include:
 - Statement of area for improvement (goal)
 - Rationale for area based on self-study findings
 - One or more expected schoolwide learning results or student goals addressed
 - Ways of assessing progress, including student achievement of the learning results (and curricular standards)
 - Specific steps, including professional development
 - Timeline (month, year)
 - Person(s) responsible (designate by asterisk) and involved
 - Resources (financial, physical, human)
 - Means to monitor and report progress to all members

B. State specific strategies to be used by the staff within each subject area/support program in order to accomplish the sections of the schoolwide action plan.

C. Describe the school's follow-up process..

Appendix: Results of questionnaires/interviews/support materials
Provide in Visiting Team room.

Self-Study Coordinator Guidelines

The following checklist is primarily for the person assuming the coordinator role, although the coordinator and school head share the responsibilities outlined.

Prior to the visit:

1. Familiarize yourself with the contents of this manual.
2. Attend the training session(s) and utilize the additional coaching.
3. Read other accreditation materials supplied by WASC and/or AWSNA..
4. Review the report of the previous visiting committee to be certain that a response will be given for each recommendation.
5. Establish a calendar for deadline dates (see sample in these guidelines).
6. Orient the school staff to the self-study and the accreditation process. It is critical to establish the appropriate spirit of inquiry and self-examination.
7. Establish the school committees and train committee chairs.
8. Make a decision, in consultation with the school staff, on the basic format of the school report.
9. Arrange for the duplication of the necessary forms.
10. Consult your visiting committee chair.
 - a. Acquaint the chair with the basic format of the school report.
 - b. Demonstrate evidence of schoolwide participation in the evaluation process.
 - c. The chair will:
 - 1) Come to the school to help you organize for the study and help orient your staff to the program. Your school will pay expenses for such visits.
 - 2) Work with you to establish time schedules for the work of your school committees.
 - 3) Keep in touch with you throughout the progress of your self-study.
 - 4) Work with you in establishing a time schedule for the visit (see sample time schedules).
11. Check continually on the progress of the various committees.
12. Provide for duplication of the school report.
13. Work with the chair on the visiting committee schedule for the 3 ½ day visit.
14. Make housing and other physical arrangements for the visiting committee.
15. Send a copy of the report to each member of the visiting committee at least four to six weeks prior to the visit. Send one copy of the school report to WASC and one to AWSNA on a CD or disk. Also, send a hard copy to each of the designated members of the AWSNA Accreditation Review Committee.

During the visit:

1. Arrange adequate working space for the visiting committee. Provide exhibit materials in the committee's working area. If the working area for the committee is limited in size, make additional provisions for meetings with various committees and groups.

2. Make arrangements for word processing for the visiting committee and rental of laptop computers.
3. Schedule a dinner meeting only if it is felt that a meeting with the governing board and/or community representatives will serve an important function and cannot be scheduled in any other way.

After the visit:

1. As soon as possible, duplicate the visiting committee report.
2. Send 10 copies to WASC and 1 hard copy to AWSNA along with either a CD, disk, or as an e-mail attachment.
3. See that the evaluation form on the work of the Chair and the visiting committee is returned to WASC and AWSNA.
4. Establish a follow-up committee that will facilitate the integration of recommendations left by the visiting committee into the school's action plan. The school sends one copy of the modified plan to the WASC office and AWSNA office within six months of the full visit. The school prepares annual progress reports on the accomplishment of the action plan and refines the plan as needed.

Nine Tasks Toward A Successful Self-Study

Below are suggested steps to follow in conducting and writing a good self-study. These are not the only steps which might be used but rather a template which has worked for others. Individual schools will develop their unique ways to accomplish the goal of an effective self-study.

- Task 1:** Develop a Student/Community Profile. Analyze the data.
Ensure that all staff have reviewed and discussed the profile and use the information in the self-study process.
- Task 2:** Develop, refine or clarify schoolwide goals for students.
This development is best done 18 months in advance of the visit; your expectations should be derived from your mission and reflect the leadership of the professional staff and a discussion involving wider constituencies in the school. Most schools have 4-6 expected schoolwide learning results.
- Task 3:** Summarize progress on recommendations from previous full self-study.
Copying each recommendation and providing a short, narrative description of action is helpful.
- Task 4:** Discuss the WASC/AWSNA criteria and principles and guide questions to be applied for each chapter to decide what evidence (data/information to examine) will be needed.
- Task 5:** Gather and analyze evidence about the quality of the school program with respect to the WASC/AWSNA criteria and principles and guide questions to be applied for each chapter. Identify evidence which can be included in the self-study and evidence that might be available for the visiting committee. Observable evidence is a result of observations, interviews, and examining hard data and other information.
- Task 6:** After analyzing all evidence and information, determine where the school needs to work in order to meet the WASC/AWSNA criteria and principles more fully. Add any other areas that the school wants to address in the coming years. Summarize findings by answering the guide questions for each category of criteria and principles and identify strengths and growth areas for these WASC/AWSNA criteria/principles. Always link the analysis to the impact on student achievement of the schoolwide student goals and curricular objectives.

- Task 7:** Develop an action plan that will address the areas of need identified by your self-study. Bear in mind how the plan derived from your self-study is integrated with any existing plan, i.e., a strategic plan. Be as concrete in your action plan as practicable.
- Task 8:** Develop schoolwide consensus on the action plan. Where necessary, Subgroups within the school might develop action plans as well. The goal is to develop a broad commitment to addressing the needs identified in the self-study.
- Task 9:** Establish your process for ongoing monitoring of the implementation and accomplishment of the action plan and for submitting the adjusted Action Plan within six months of the visit.

Chapter I. Student/Community Profile

Addresses Self-Study Parameter #1: The involvement and collaboration of stakeholders in the self-study.

The student/community profile is a summary of community demographics which will answer the questions, “Who are the people of this community? What are their needs in relation to education and employment? What resources are available to them, through our school and from other sources?” Through this profile the school clarifies its identify and purpose, identifies its client base, and documents the clients’ needs and resources. This information is the basis for the analytical work that will follow, determining not only whether the programs offered are of high quality but also whether they match current and emerging needs of the community they serve.

Players: Student/Community Profile Committee

Procedures:

1. Select all pertinent data that is relevant to the success of students in your school.

Include the following information in the Student/Community Profile:

- A description of the school: location, type, size, program, and corporate identity.
- A brief history of the school.
- Three to five year projection information
- School/business relationships
- Parent/community/foundation organizations/programs
- National/international community projections/trends
- Follow-up data
- Student indicators
 - Enrollment
 - Mobility of students
 - Ethnicity or cultural mix
 - English proficiency
 - Gender/age mix
 - Special populations
 - Health/safety issues
 - Attendance patterns

- Student performance data by sub-populations if warranted. (Include three years of data, if possible, and comparative data, e.g. nationally).
 - Student participation in academic and co-curricular activities, including use of the library/media center and other services
 - Student follow-up data (i.e., trends of student data upon leaving or graduating)
 - Staff
 - Composition/ethnicity/attrition of all staff
 - Qualifications/certification/credentialing for assignments (Provide a chart indicating colleges, degrees, Waldorf preparation, major fields of study, course-load, student load, number of preparations, administrative responsibilities, extracurricular responsibilities, years of teaching experience, years with the school, and professional memberships/affiliations.)
 - Salary ranges
 - Professional development
 - School financial support (Include copy of current operating budget in appendix.)
 - Expenditures per pupil
 - Types of services funded
 - Percentage of Budget used for Salaries
 - Tuition, including tuition remission
 - Types and numbers for financial aid
 - Number of students admitted, left
 - Annual giving
 - Endowments
2. Gather and analyze the data. Interpret all data and draw conclusions. The goal of the profile is that it is “user-friendly” for all stakeholders.
 - Discuss the draft profile with all staff as you discuss
 - “Who are the students?”
 - “How are they doing?”
 - “What questions does the data raise?”
 3. Make suggested modifications.

4. Prepare the final summary profile that will be updated annually. Ensure that it is available electronically or hard copy to all staff for further self-study and follow-up work.

Product:

Chapter I: Student/Community Profile and Supporting Data

- A. Provide a student/community profile summary of analyzed data and conclusions.
- B. Provide supporting charts, tables, and graphs.
- C. Appendix: Include additional pertinent information such as the master schedule, summary of performance data, etc. Other information can be on exhibit during the visit.

Chapter II: Expected Schoolwide Learning Results (Schoolwide Student Goals)

Addressed Self-Study Parameter #2: The clarification of the school's purpose and expected schoolwide learning results (schoolwide student goals).

Players: Leadership Team

Procedures:

1. Review the student/community profile data and learning goals established at the state and national level.
2. Involve all stakeholders in discussions related to the school's purpose for what students ought to know, be able to do upon exit (graduation) from the school or by the time the student completes the planned program.
 - ✓ What are the challenges that students will be facing in the future?
 - ✓ What competencies should students possess when they pursue postsecondary education/training and the world of work?
3. Develop, clarify or refine expected schoolwide learning results.
4. Disseminate these and gain consensus from stakeholders, including students, when appropriate.
5. Have each committee use these expected schoolwide learning results throughout the self-study.
6. Include the expected schoolwide learning results in the self-study report along with a description of how they were determined, including how the goals are aligned with the school philosophy.

Product:

Chapter II: Expected Schoolwide Learning Results (Schoolwide Student Goals)

- A. State the expected schoolwide learning results or schoolwide student goals.
- B. Discuss the process used to determine the expected schoolwide learning results.

Chapter III: Progress Report

Addresses Self-Study Parameter #1: The involvement and collaboration of stakeholders in the self-study.

Players: Leadership Team

Procedures:

1. In this progress report or in the student/community profile, describe any significant developments that have had a major impact on the school or specific curricular programs since the last full visit.
 - ✓ Note: Schools that have initial WASC visits respond to the recommendations left at that time.
2. Describe the school's procedures for the implementation and the monitoring of the schoolwide action plan. Include how annual progress reports, including the third year report, have been prepared.
3. Comment on the accomplishment of each schoolwide action plan section; cite evidence, including how each area has met identified growth targets and contributed to the accomplishment of one or more expected schoolwide learning results for all students. Show how the school's plan accomplished the major recommendations from the last full self-study and visits.

Product:

Chapter III: Progress Report

Write a summary of progress on the schoolwide action plan that incorporated the major recommendations left by the Visiting Committee from the previous full self-study. Use the annual reports and mid-term visiting committee report, if a mid-term visit was conducted.

Chapter IV: Self-Study Findings

A. Purpose, Goals, and Philosophy

Players: A Committee Representative of all Stakeholders

Procedures:

1. Discuss the WASC criterion and AWSNA principles.
2. Utilize the guide questions and suggested areas to analyze.
3. Determine what information needs to be examined and discussed.
4. Determine how this information will be gathered and analyzed.
5. Answer the guide questions; include comments about supporting evidence.
6. Identify the strengths and growth areas.

AWSNA Principles

Purpose, Goals, and Philosophy

A1: The school is an independent institution working out of the pedagogical indications of Rudolf Steiner, based on anthroposophy, the philosophy initiated by Rudolf Steiner.

A2: The statement of educational mission, philosophy, and goals that reflects the individual character of the school, based upon sound Waldorf educational tenets is clearly articulated.

A3: There is FULL DISCLOSURE of the school's mission, policies, programs and practices.

A4: There CONGRUENCE between the stated mission of the school and the actual program and practices of the school.

A5: The statement of educational mission, philosophy, and goals is understood and supported by the school community.

A6: The development and periodic review of the mission and vision of the school are a collective effort involving faculty, administrators, parents, board, and, if appropriate, students.

A7: The school teaches in an age-appropriate manner that rejects all forms of indoctrination of its students and lays the foundations for the capacities of creative and independent thinking.

A8: The school demonstrates its commitment to inclusiveness through its governance and leadership, curriculum, support programs, staffing, activities, and admissions policies.

WASC Criteria, Organization for Student Learning

A1. School Purpose

The school has established a clear statement of purpose that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted student goals that form the basis of the educational program for every student.

Guide Questions

To what extent...

1. Has the school established a clear statement of purpose that reflect the beliefs and philosophy of the institution?
2. Does the established purpose reflect the following:
 - a. principles of Waldorf education,
 - b. the individual character of the school
 - c. characteristics and needs of all its students
 - d. sound educational tenets
3. Is the purpose defined further by adopted student goals that form the basis of the educational program for every student?
4. Is there consistency between the school mission and the student goals and school program?
5. Is there a process and procedure to inform parents and community about the school mission and program?
6. Is there a process to regular review or revise the school mission and, therefore, the schoolwide student goals?

Suggested areas to analyze in determining the degree to which the criterion/principles are being met:

- the written statement of mission reflecting the beliefs and philosophy of the school and its constituency
- student/community profile data and its impact on the school mission and schoolwide learning results
- the process for its development based on Waldorf principles, individual character of the school, characteristics and needs of the students, and educational tenets
- the description of how the student goals were developed utilizing input and alignment with the school philosophy. Note that these student goals for all students should be measurable.
- the process for reaching consensus among the stakeholders regarding the purpose and the student goals
- the level of understanding and commitment to the purpose of the staff, students, parents, and other stakeholders
- the process for regular review or revision of the school mission and student goals based on global and local needs such as job market trends and community conditions
- the means by which the purpose and the student goals are publicized to the school and its constituency

- the degree of consistency between the school mission, the student goals, and the school program
- the process (including publications) used to inform parents and community members about the school program

Product:

Chapter IV: Self-Study Findings

A. Purpose, Goals, and Philosophy

In this section include:

- Summary of findings based on the guide questions.
- The evidence that supports these findings
- The identification of strengths and growth needs (prioritized)

Additional information that must be sent to the visiting team prior to the visit:

- Attach the school's statement of philosophy, purposes and objectives
- Include where the statement is published,
- Date of last review and
- Name(s) of who officially endorses philosophy, purposes

Chapter IV: Self-Study Findings
B. Educational Program

Players: A Committee Representative of All School Divisions and Disciplines for Review of Overall Educational Program

(For Each Discipline Area: All Instructional Staff)

(For Each School Division: All Instructional Staff)

Procedures:

1. Discuss the WASC criteria and AWSNA principles.
2. Utilize the guide questions and suggested areas to analyze.
3. Determine what information needs to be examined and discussed.
4. Determine how this information will be gathered and analyzed.
5. Answer the guide questions; include comments about supporting evidence.
6. Identify the strengths and growth areas.

AWSNA Principles

The Educational Program, Activities and Student Services

B1: The faculty is responsible for the educational program of the school and strives continually to recreate and renew the Waldorf curriculum according to the indications of R. Steiner. An understanding of these indications will be developed through the collegial workings of the full faculty and each individual faculty member.

B2: A central understanding is that the education meets the needs of the developing child according to the insights of Rudolf Steiner, the continuing work of Waldorf educators, as well as contemporary insights which are considered compatible and appropriate.

B3: The school promotes student development in thinking (e.g. cognitive), feeling (e.g. affective), and willing (e.g. psychomotor) in an age appropriate manner by addressing the emerging individuality of the whole human being in both the process and the content of the curriculum.

B4: The educational program includes sufficient diversity and recognition of resources to meet the capacities, learning styles, developmental needs, and cultural backgrounds of the students.

B5: The school's educational program includes a balance of language, math, natural science, social science, humanities, fine arts, practical arts, performing arts, physical education and practical work experience as is appropriate for the age, needs, and abilities of students.

B6: The faculty is responsible for ensuring review, evaluation, and development of the curriculum on a regular basis.

B7: The faculty provides regular oral and written assessment of progress for each student at all age levels and shares these assessments with the family in an open and timely manner. The school is able to document appropriate information regarding student performance in its student records.

WASC Criteria, Organization for Student Learning

A6. Reporting Student Progress

The school leadership and staff regularly assess student progress toward accomplishing the student goals and report student progress to the rest of the school community.

WASC Criteria, Curriculum and Instruction

B1. What Students Learn

The school provides a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the student goals through successful completion of any course of study offered.

B2. How Student s Learn

The professional staff: a) uses research based knowledge about teaching and learning; and b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and student goals.

B3. How Assessment Is Used

Teacher and student uses of assessment are frequent and integrated into the teaching/learning process. The assessment results are the basis for (a) measurement of each student's progress toward the student goals, (b) regular evaluation and improvement of curriculum and instruction, and (c) allocation of resources.

B8: The school provides adequate access to program support including guidance services, special needs support, and health services.

B9: The educational program addresses the rhythmic element within each lesson, the day, the week, the month, and the year.

B10: The length of the school day and year will be sufficient for the total school program and will meet all applicable legal requirements.

B11: The school maintains records for students containing information required by law and as necessary for the operation of a quality program.

B12: The school provides or has access to appropriate and sufficient instructional materials and equipment necessary for the requirements of the instructional program and the needs of the students.

B13: The school demonstrates that it provides sufficient access to quality library and/or media center facilities, or suitable alternatives, as indicated by accepted Waldorf practices.

B14: If there is a residential program, it must be conceived and staffed to suitably fulfill that aspect of the school's program, particularly with respect to the portion of the day outside regular classroom hours. Applicable health and safety regulations shall be fully observed.

B15: The relationship between the school and any special programs it offers on a supplementary basis (summer sessions, student exchange, extra-curricular, work experience, before- and after-school programs, special needs education, seminars, institutes, etc.) is fully disclosed. The operation of supplemental programs shall not be in conflict with the school's purpose.

Guide Questions for Each Discipline Area (*suggested length: 3 pages per discipline area*)

To what extent...

1. Does the curriculum demonstrate adequate depth and breadth based on current research and thinking for the subject area?
2. Does the professional staff use research-based knowledge about teaching and learning?
3. Does the professional staff design and implement a variety of instructional approaches and learning experiences that engage students at a high level of learning consistent with the school's purpose and student goals?
4. Is each academic area adequately represented in the library/media materials?
5. Is the teacher and student use of assessment frequent and integrated into the teaching/learning process?
6. Are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?

Guide Questions for each School Division, including Each Grade Level (*suggested length: 3 pages for each grade level*)

To what extent:

1. Does the content of each grade level reflect the scope and sequence of all the disciplines of study?
2. Does the library/media center adequately provide with respect to quantity, quality and diversity in order to meet the needs of the school division?
3. Does the instructional staff have a process to evaluate and refine the grade level program and therefore, the program of the school division?

Summary on Overall Educational Program: Guide Questions based on Analysis of Each Discipline Area and Grade Level (*suggested length: 3 pages*)

To what extent...

1. Does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the student goals through successful completion of any course of study offered?
2. Does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and student goals?
3. Is the library/media program addressing the needs of all aspects of the educational program?
4. Is teacher and student use of assessment frequent and integrated into the teaching/learning process?

5. Are the assessment results the basis for regular evaluation and improvement of curriculum and instruction both within all disciplines and at all grade levels?
6. Are the assessment results the basis for the allocation of resources?
7. Does the school leadership and staff report student progress to the rest of the school community?

Suggested areas to analyze in determining the degree to which the criterion/principles are being met:

What Students Learn:

- the degree of consideration by the school to citations and indications of current educational research and thinking related to the various subject areas and curricular programs in order to maintain a viable, meaningful instructional program for students. (e.g., state and national standards, curriculum associations, affiliated educational associations)
- the degree of consideration by the school of national/community/student issues and needs in the modification of the curricular program
- the written competencies for each subject area and level
- minutes of meetings where curricular issues are discussed
- evidence that student goals have been used as the basis for development of:
 - curricular goals
 - teaching processes
 - evaluation of learning
 - instructional competencies
- articulation processes among and between levels and other schools/programs
- evidence of student work and engagement in learning that demonstrate the implementation of the curricular goals including effective communications, critical thinking, problem solving and application of concepts and skills in realistic situations
- the procedures used for curriculum development, evaluation and revisions
- policies regarding course completion, certification, credits, grades, homework, etc. that guide student progression through the program
- evidence of a challenging, coherent, and relevant curriculum accessible to all students, given legal parameters
- class schedules
- class enrollment lists
- the assessment processes used by the professional staff to measure the student goals
- student follow-up studies that provide insight to the effectiveness of the instruction in the preparation of students for pursuing further education, entering the work force, or meeting their personal goals
- additional evidence. . .

How Students Learn:

- the planning processes for the implementation of a variety of learning experiences that actively engage students at a high level of learning that is consistent with the school's purpose and the student goals
- demonstration that students are actively engaged in learning, especially through examination of students working and their work
- student use of resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, community resources
- the degree of student understanding of the expected level of performance
- the degree to which teachers implement teaching techniques that enhance the active involvement of students appropriate to the subject matter
- students' working and their work that demonstrates critical thinking, problem solving, knowledge, and application
- student portfolios, projects/performances/discussions
- the degree of involvement of students with diverse backgrounds and abilities
- observations of students working
- perceptions of students about the learning experiences and their relationship to the student goals
- the degree to which various learning styles are addressed through the instructional approaches
- the level of teacher currency and master of instructional content relative to the subject matter
- additional evidence...

How Assessment Is Used:

- the nature and types of assessment that teachers regularly use to measure student progress towards acquiring a specific body of knowledge or skills such as portfolios, oral or group projects, etc.
- the correlation of assessment to student goals, curricular objectives, course competencies and instructional approaches used
- student work that demonstrates understanding and application of knowledge and skills
- student portfolios, projects/performances/discussions
- student assessment of the learning
- the monitoring of student progress over time
- the degree of effective use of student and employer feedback as appropriate to determine whether course objectives have been met
- the modifications and revisions in the curriculum and instruction as a result of student assessment, both collectively and individually
- the degree to which parents and community are active in the learning assessment process
- the allocation of resources, including the provision for professional development opportunities, based upon assessment of the student goals
- additional evidence...

Reporting Student Progress:

- how student progress is determined and monitored
- existing standards used in the determination of learning
- the degree to which the linkage between what is learned and the student goals is understood by staff, students and parents (if applicable)
- student work/performance to determine the degree to which students are achieving the student goals
- student follow-up studies
- the procedures to communicate to the governing authority and members of the school community about student progress
- the degree of correlation between school improvement, professional development activities/topics and student progress of the schoolwide learning results
- published lists of
 - graduates
 - students progressing from one level to another
 - job placements
 - students pursuing further education
- additional evidence...

Product

Chapter IV: Self-Study Findings

B. Educational Program

In this section include:

- Summary of findings based on the guide questions for the areas listed below:
 - Discipline Areas
 - School Divisions
 - Overall Educational Program
- The evidence that supports these findings
- The identification of strengths and growth needs that have been synthesized from the three subsections (prioritized)

- Additional information that must be sent to the visiting team prior to the visit:
 - The written description for each grade level program

- Information to be available to the team during the visit
 - The written curriculum for each discipline area

Chapter IV: Self-Study Findings

B. Student Activities

Players: A Committee Representative of all Stakeholders

Procedures:

1. Discuss the WASC criterion and AWSNA principles.
2. Utilize the guide questions and suggested areas to analyze.
3. Determine what information needs to be examined and discussed.
4. Determine how this information will be gathered and analyzed.
5. Answer the guide questions; include comments about supporting evidence.
6. Identify the strengths and growth areas.

B8: The school provides adequate access to program support including guidance services, special needs support, and health services.

B11: The school maintains records for students containing information required by law and as necessary for the operation of a quality program.

B14: If there is a residential program, it must be conceived and staffed to suitably fulfill that aspect of the school's program, particularly with respect to the portion of the day outside regular classroom hours. Applicable health and safety regulations shall be fully observed.

B15: The relationship between the school and any special programs it offers on a supplementary basis (summer sessions, student exchange, extra-curricular, work experience, before- and after-school programs, special needs education, seminars, institutes, etc.) is fully disclosed. The operation of supplemental programs shall not be in conflict with the school's purpose.

WASC Criteria, Support for Student Personal and Academic Growth

C1. Student Connectedness

Students are connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the student goals.

Guide Questions

To what extent...

1. Are the student activities programs related to the school's philosophy and the student goals?
2. Are the student activities integrated into the total school program?
3. Is there adequate number of activities, a variety, an appropriate degree of student involvement, and sufficient funding, supervision, and overall effectiveness?

Suggested areas to analyze in determining the degree to which the criterion/principles are being met:

- student profile
- the relationship of the activities to the classroom instruction
- the level of involvement of teachers with students within and outside the classroom
- the strategies to develop students' self-esteem, a personalized approach to learning, and connections to the learning environment
- the degree to which the co-curricular activities are linked to the student goals
- the level of involvement of students in curricular/co-curricular activities such as student leadership organizations and service projects
- student interview and survey data on the effectiveness of all student activities
- additional evidence. . .

Product:

Chapter IV: Self-Study Findings

C. Student Activities

In this section include:

- Summary of findings based on the guide questions
- The evidence that supports these findings
- The identification of strengths and growth needs (prioritized)
- Additional information that must be sent to the visiting team prior to the visit:
 - Be sure the student/community profile includes information about numbers of students participating in the various activities

Chapter IV: Self-Study Findings

C. Student Services and Auxiliary Programs

Players: A Committee Representative of all Stakeholders

Procedures:

1. Discuss the WASC criterion and AWSNA principles.
2. Utilize the guide questions and suggested areas to analyze.
3. Determine what information needs to be examined and discussed.
4. Determine how this information will be gathered and analyzed.
5. Answer the guide questions; include comments about supporting evidence.
6. Identify the strengths and growth areas

<p>B8: The school provides adequate access to program support including guidance services, special needs support, and health services.</p> <p>B11: The school maintains records for students containing information required by law and as necessary for the operation of a quality program.</p> <p>B14: If there is a residential program, it must be conceived and staffed to suitably fulfill that aspect of the school's program, particularly with respect to the portion of the day outside regular classroom hours. Applicable health and safety regulations shall be fully observed.</p> <p>B15: The relationship between the school and any special programs it offers on a supplementary basis (summer sessions, student exchange, extra-curricular, work experience, before- and after-school programs, special needs education, seminars, institutes, etc.) is fully disclosed. The operation of supplemental programs shall not be in conflict with the school's purpose.</p>	<p>WASC Criteria, Support for Student Personal and Academic Growth</p> <p>CI. Student Connectedness</p> <p>Students are connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the student goals.</p>
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Guide Questions

To what extent...

1. Are services provided in the four counseling areas of personal, academic, secondary school/college, and vocational counseling?
2. Is the counseling/advising program adequate for meeting student needs?
3. Are procedures operating for student orientation, advising, recognition, discipline, and reporting to parents?
4. Are the basic services of food, transportation and health effective in serving all students?
5. Are the auxiliary programs compatible with the overall philosophy and student goals of the program?
6. Does the entire student service and auxiliary program meet the challenges of the educational program in order to achieve the schoolwide student goals?

Suggested areas to analyze in determining the degree to which the criterion/principles are being met:

- student profile
- the correlation of personalized student support with student achievement of the student goals
- the level of school coordination of a system of support services that allows maximum effectiveness
- processes for intervention or referral
- the relationship of the support services to the classroom instruction
- the level of involvement of teachers with students within and outside the classroom
- the strategies to develop students' self-esteem, a personalized approach to learning, and connections to the learning environment
- the availability of adequate services, including referral services, to support students in such areas as health, career and guidance counseling, personal counseling and academic assistance
- the degree to which the student services and auxiliary programs are linked to the student goals
- the level of involvement of students in the auxiliary programs
- student use of support services
- student interview and survey data on the effectiveness of all support services
- additional evidence. . .
- any auxiliary programs: extended care, summer camp, student exchange, residential programs, remedial services, etc.

Product:

Chapter IV: Self-Study Findings

D. Student Services and Auxiliary Programs

In this section include:

- Summary of findings based on the guide questions
- The evidence that supports these findings
- The identification of strengths and growth needs (prioritized)

- Additional information that must be sent to the visiting team prior to the visit:
 - Be sure the student/community profile includes information about numbers of students participating in the various student services and auxiliary programs.

- Information to be available to the team during the visit

Chapter IV: Self-Study Findings

D. Governance, Leadership and Ongoing School Improvement

Players: A Committee Representative of all Stakeholders

Procedures:

1. Discuss the WASC criteria and AWSNA principles.
2. Utilize the guide questions and suggested areas to analyze.
3. Determine what information needs to be examined and discussed.
4. Determine how this information will be gathered and analyzed.
5. Answer the guide questions; include comments about supporting evidence.
6. Identify the strengths and growth areas.

<p><i>AWSNA Principles Governance, Administration, Finance, and Law</i></p> <p>C1: The school is incorporated as a not-for-profit organization and shall have been granted 501(c)(3) status by the Internal Revenue Service in the United States, or have the equivalent not-for-profit incorporation and tax-exempt status in Canada or Mexico.</p> <p>C2: The school’s governance structure is organized with sufficient independence from other organizations so as to ensure its ability to fulfill its mission and to control its own destiny.</p> <p>C3: In developing its governance and administrative structures, the school takes into account relevant indications by Rudolf Steiner.</p> <p>C4: The school is developed and organized so as to carry out policies effectively. It is responsible for the educational program, personnel, facilities, and resources, to include the employment of all teachers, staff and support personnel.</p> <p>C5: The school provides clearly stated decision-making processes for the administration of the school, for strategic planning, for the periodic review of school organization, and for appropriate development of programs and services.</p> <p>C13: The school periodically reviews and evaluates its processes of governance and administration.</p> <p>C15: The school complies with the required AWSNA septennial evaluation/accreditation program including a self-study, visitation by an AWSNA, and prescribed follow-up activity and reports. (Schools in a ten-year cycle or a six year cycle with another accrediting agency may request a variance.)</p>	<p><i>WASC Criteria, Organization for Student Learning</i></p> <p><i>A2. Governance</i> The governing authority (a) adopts policies which are consistent with the school purpose and support the achievement of the student goals for the school, (b) delegates implementation of these policies to the professional staff and (c) monitors results.</p> <p><i>A3. Leadership</i> The school leadership (1) makes decisions to facilitate actions that focus the energies of the school on student achievement of the student goals (2) empowers the staff and (3) encourages commitment, participation and shared accountability for student learning.</p> <p><i>A7. School Improvement Process</i> The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.</p>
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A2: The statement of educational mission, philosophy, and goals that reflects the individual character of the school, based upon sound Waldorf educational tenets is clearly articulated

A3: There is FULL DISCLOSURE of the school's mission, policies, programs and practices.

A4: There is CONGRUENCE between the stated mission of the school and the actual program and practices of the school.

Guide Questions

To what extent...

1. Does the governing authority adopt policies that are consistent with the school purpose and support the achievement of the student goals for the school?
2. Are the procedures for the development and implementation of school policies and procedures effective and clearly understood by the stakeholders?
3. Is there a clear and effective process for decision-making that is understood by the school community?
4. Are the areas of responsibility for the College of Teachers and the faculty clearly defined and implemented?
5. Is there a process for periodic evaluation of the board, the administrative staff, the College of Teachers, the faculty, and the entire school?
6. Do the governing authority and the school leadership ensure that all decisions focus the energies of the school on student achievement of the student goals?
7. Does the school leadership facilitate school improvement that is driven by a plan of action that will enhance quality learning for all students?

Suggested areas to analyze in determining the degree to which the criterion/principles are being met:

Governance

- the legal ownership and organization of the school
- the selection, composition and specific duties of the governing authority
- board policies
- the connection between the governing authority's policies and the school's purpose/student goals
- the nature and extent of the school community's understanding of the governing authority's role
- the relationship between the governing authority and the responsibilities of the professional staff
- the evaluation procedures carried out by the governing authority
- the process for evaluation of the governing authority
- the degree of participation of board and district personnel in the development of the vision and student goals
- additional evidence. . .

School Leadership:

- administrator and faculty written policies, charts, and handbooks that define responsibilities and relationships
- the existing structures for internal communications, planning and resolving differences
- strategies for team building used at the school
- examples of collaboration across the school
- the process for regular review of the existing structures
- the leadership's processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning
- the level of actual staff involvement in actions focusing on successful student learning
- the degree to which the actions of the leadership are directly linked to student achievement of the student goals
- additional evidence. . .

School Improvement Process:

- rosters, minutes of meetings, interview/survey data or other indicators of inclusion showing that the school planning process is broad-based, collaborative and has commitment of the stakeholders
- the degree of correlation between the school plans and analysis of student achievement of the student goals
- the degree of correlation between allocation of time/fiscal/personnel resources, improvement plans, and learning results
- appropriate levels of specificity in the school plans
- the specific benchmarks and accountability tools used in the monitoring process
- indications of the number of staff involved in school action plans
- evidence of student involvement in implementing action plans
- evidence of employer involvement in school improvement or implementation or action plans
- data or information gathered from ongoing contact with “leavers” and “graduates”
- additional evidence. . .

Product:

Chapter IV: Self-Study Findings

E. Governance, Leadership and Ongoing School Improvement

In this section include:

- Summary of findings based on the guide questions
- The evidence that supports these findings

- The identification of strengths and growth needs (prioritized)
- Additional information that must be sent to the visiting team prior to the visit:
 - Descriptions of the following:
 - School governance
 - Relationships of board of trustees, college of teachers, faculty, administrative staff
 - Board policies
 - College of Teachers, including a delineation of responsibilities
 - Current long-range strategic plan and ongoing planning process
- Information to be available to the team during the visit
 - A copy of the by-laws of the school
 - A list of the trustees, designating officers
 - A copy of the board/school policies for federally mandated matters (Family Leave Act, ADA, Blood-borne pathogens, EPA requirements for asbestos, mold, lead)
 - Copies of agendas of recent board, college, and faculty meetings
 - Copy of the school's IRS 501©(3) letter in the United States

Chapter IV: Self-Study Findings

F. Resources

Players: A Committee Representative of all Stakeholders

Procedures:

1. Discuss the WASC criteria and AWSNA principles.
2. Utilize the guide questions and suggested areas to analyze.
3. Determine what information needs to be examined and discussed.
4. Determine how this information will be gathered and analyzed.
- 5.** Answer the guide questions; include comments about supporting evidence.
6. Identify the strengths and growth areas.

***AWSNA Principles
Governance, Administration, Finance, and Law***

C8: The school maintains facilities and equipment that are aesthetic and meet health, fire, safety, and sanitary standards.

C9: The school generates necessary resources for providing and maintaining physical facilities, equipment and materials adequate to support the program of the school.

C10: The school has appropriate procedures for management of financial resources including process for annual budgeting-making, accounting, auditing such accounts, investing, and long-range planning.

C11: The school provides adequate fundraising, public relations, and financial management support to achieve the school's mission.

C12: The school provides an annual audit or review of its finances, prepared by a disinterested party or firm. For the fiscal year before the team visit, the school will provide a full opinion financial audit

C14: The school publishes a tuition and fee schedule appropriate to its operations and clientele and a refund policy that is communicated and meets legal and ethical considerations.

C15: The school implements appropriate policies and procedure regarding financial reporting and record keeping as necessary to its effective, ethical, and legal operations and is able to evidence that those records are kept in a safe and professional manner.

WASC Criteria, Resource Management and Development

D1. Resources

The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the student goals.

D2. Resource Planning

The governing authority and the school leadership executive responsible resource planning for the future.

Guide Questions

To what extent...

1. Does the school have sufficient resources to provide and maintain facilities, physical plant, instructional materials and equipment, and personnel to effectively carry out the school's purpose and student achievement of the student goals?
2. Does the school maintain efficient and effective financial operations, including an annual audit, adequate insurance coverage, bonding, security, etc.?
3. Does the school plant and facilities adequately accommodate the school program?
4. Does the school have a long-range resource plan to ensure the continual availability of appropriate resources that support the school's purpose and student goals?

Suggested areas to analyze in determining the degree to which the criterion/principles are being met:

Resources:

- Student/community profile—resource-finance sections
- the relationship of decisions about resource allocations to the school's purpose and assessment of the student goals
- the degree of involvement of leadership and staff in the resource allocation
- the annual budget
- the most recent audit
- protections against mishandling of institutional funds
- the business and accounting practices
- the adequacy of the facilities to meet the purpose of the school, i.e., safe, functional, and well-maintained
- the procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed material, audio-visuals, support technology, manipulatives, laboratory materials
- the resources available for hiring and nurturing a well-qualified staff
- advisory committee minutes if appropriate
- additional evidence. . .

Resource Planning

- a master resource plan
- the procedures for regular examination of the master resource plan to ensure the continual availability of appropriate resources that support the school's purpose and learning results.
- the marketing strategies used to support the implementation of the developmental program
- the research and information used to form the master resource plan
- the involvement of stakeholders in the future planning

- governing authorities and school leaders involved in informing the public and appropriate governmental authorities about the financial needs of the organization
- additional evidence. . .

Product:

Chapter IV: Self-Study Findings

F. Resources

In this section include:

- Summary of findings based on the guide questions
- The evidence that supports these findings
- The identification of strengths and growth needs (prioritized)

- Additional information that must be sent to the visiting team prior to the visit:
 - Copy of the current year's operating budget
 - Budget for the last three years
 - Independent financial audit report for the preceding year

- Information to be available to the team during the visit
 - Long-range plan for maintenance of resources
 - Independent financial audit report for the preceding year

Chapter IV: Self-Study Findings

G. Personnel

Players: A Committee Representative of all Stakeholders

Procedures:

1. Discuss the WASC criteria and AWSNA principles.
2. Utilize the guide questions and suggested areas to analyze.
3. Determine what information needs to be examined and discussed.
4. Determine how this information will be gathered and analyzed.
5. Answer the guide questions; include comments about supporting evidence.
6. Identify the strengths and growth areas.

***AWSNA Principles
Governance, Administration, Finance, and Law***

C6: The school has clearly defined programs for regular evaluation of the performance of administration, teachers, and staff, and understood procedures for non-renewal and termination of employment.

C7: The school is in compliance with all applicable laws regarding discrimination based on any and all protected categories, in all areas, including admissions, and employment.

D1: The administration, teachers, and staff are qualified for their positions and responsibilities by education and/or experience. Teachers have a formal preparation, or the equivalent, for Waldorf/Steiner teaching, or are engaged in such preparation.

D2: There are clear, established procedures for recruiting, screening, interviewing, hiring, supporting, evaluating, and dismissing of personnel.

D3: There are fair and appropriate personnel policies, salaries and benefits for all personnel and these policies are written and readily available for all co-workers.

D4: After mutual agreement for compensation, term of employment, and principal duties and responsibilities, each teacher and staff members is informed in writing.

WASC Criteria, Organization for Student Learning

A4. Staff

The school leadership and staff are qualified for their assigned responsibilities, are committed to the school's purpose and engage in ongoing professional development that promotes student learning.

D5: The school has a clearly, stated program for professional growth, including on-going mentoring.

D6: There are adequate procedures for identifying changing needs and priorities in teacher and staff requirements.

D7: Every teacher and staff member will participate in a fair and regular form of evaluation.

D8: The school has a clearly articulated written policy for expectations of professional behavior.

D9: The school keeps accurate and complete personnel records as required by law and as necessary for its effective operations which include professional qualifications and credentials.

Guide Questions

To what extent...

1. Are teachers prepared through a formal Waldorf preparation program or the equivalent, adequate in number, and appropriately assigned?
2. Is there adequate and qualified support staff provided?
3. Are there clear and effective personnel policies that are understood by all?
4. Are there provisions for orientation and ongoing evaluation of personnel?
5. Do the school leadership and staff engage in ongoing professional development that promotes student learning?
6. Does the school maintain appropriate personnel records?

Suggested areas to analyze in determining the degree to which the criterion/principles are being met:

- Student/community profile—staff section
- employment policies/practices related to qualification requirements
- information on staff background, training and preparation
- staff assignments to maximize use of their expertise that will result in student achievement
- the feeling of the teachers about their sense of efficacy in their work as they translate the student goals into reality in their classes
- the degree to which school leadership supports professional development with time, personnel and fiscal resources
- the written professional development plan
- the description of how the plan was developed and how priorities were set
- the description of follow-up to professional development activities
- the perceptions of the staff members about the purpose and effectiveness of professional development
- the evaluation procedures utilized and their effectiveness in promoting professional growth
- the degree of participation in professional opportunities that will promote student learning
- the degree to which the environment enables teachers to focus on students accomplishing the student goals
- additional evidence. . .

Product:

Chapter IV: Self-Study Findings

G. Personnel

In this section include:

- Summary of findings based on the guide questions
 - The evidence that supports these findings
 - The identification of strengths and growth needs (prioritized)
 - Additional information that must be sent to the visiting team prior to the visit:
-
- Information to be sent with Self-Study Report:
 - Parent Handbook
 - Information to be available to the team during the visit
 - H. Sample faculty hiring letter/contract
 - I. School's official statement on non-discriminatory hiring practices
 - J. Summary of employee benefits
 - K. Faculty Handbook
 - L. Any school policies or statements on faculty professional growth and development
 - M. Faculty evaluation procedures/instrument
 - N. Schedule for each teacher
 - O. Schedule for each class
 - P. Salary ranges and benefits
 - Q. Directory of faculty and administration designating education and preparation, assignments, and responsibilities

Chapter IV: Self-Study Findings

4. The School Community

Players: A Committee Representative of all Stakeholders

Procedures:

1. Discuss the WASC criteria and AWSNA principles.
2. Utilize the guide questions and suggested areas to analyze.
3. Determine what information needs to be examined and discussed.
4. Determine how this information will be gathered and analyzed.
5. Answer the guide questions; include comments about supporting evidence.
6. Identify the strengths and growth areas.

***AWSNA Principles
Purpose, Goals, and Philosophy***

A8: The school demonstrates its commitment to inclusiveness through its governance and leadership, curriculum, support programs, staffing, activities, and admissions policies.

C7: The school is in compliance with all applicable laws regarding discrimination based on any and all protected categories, in all areas, including admissions, and employment.

***AWSNA Principles
The School Community***

E1: The school has an organization and procedures for effective communication with, and involvement of, parents, students, alumni, and friends of the school in a way that is appropriate to their interests as well as the purposes and objectives of the school.

E2: The school has clearly defined and stated admissions and dismissal policies and procedures consistent with the stated mission and philosophy of the school and which provide the general criteria upon which admissions and dismissals are made.

E3: The school only enrolls students whose needs the faculty believes it can meet through the school's programs, services, and activities.

E4: Parents and guardians are fully informed of their financial and other responsibilities to the school prior to enrollment.

E5: The school has a clearly articulated and written policy of the expected and acceptable behavior of students and parents.

E6: The school publishes and follows clearly articulated communication policies and procedures, including grievance procedures.

E7: The school demonstrates that it provides adequate and competent supervision of all its students.

E8: Sufficient and appropriate disciplinary policies and procedures are implemented to provide for a safe and positive learning environment.

WASC Criteria, Organization for Student Learning

A5. School Environment

The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

WASC Criteria, Support for Student Personal And Academic Growth

C2. Parent/Community Involvement

The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students.

Guide Questions

To what extent...

1. Has the community served by the school been defined currently for the future?
2. Are the admissions criteria and process nondiscriminatory and in keeping with the school's philosophy?
3. Does the school have a sound procedures to provide financial aid?
4. Are the developmental program and work with alumni integral to the school's long-range plan?
5. Are the parents kept informed and actively involved in the school ?
6. Are local community resources utilized to enhance the school's program?
7. Does the school have a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student?

Suggested areas to analyze in determining the degree to which the criterion/principles are being met:

School Environment:

- Student/community profile
- the policies, codes and use of resources to ensure a safe, healthy, nurturing environment that is conducive to learning
- the level of understanding of the codes of student conduct by students, teachers, and parents (if applicable)
- the degree to which caring, concern, and high expectations for students is demonstrated on a daily basis
- the degree to which specific strategies demonstrate an atmosphere of trust, respect, and professionalism
- recent sensitivity training for cultural, racial, individual differences
- the level of mutual respect, two-way communication, and support in relationships among the staff, between staff and students, between staff and parents where applicable, and between staff and leadership
- the level of teacher support and encouragement to utilize innovative approaches to enhance student learning
- the degree to which student self-esteem is fostered through high expectations for each student and recognition of their successes
- student work
- students working together in a supportive manner academically or personally as appropriate
- interview data from students, staff, leadership
- teachers working with students during non-class hours

- telephone and written communication to and from the home
- additional evidence...
- interaction with wider community

Parent/Community Involvement:

- the level of parent and community involvement in the school's program
- the procedures for keeping parents and community
- the degree to which community resources are utilized to support students such as career days, business partnerships, speakers, professional services
- the level of understanding regarding student achievement of the student goals through the school's program
- additional evidence. . .
- Role of Parent Organization

Product:

Chapter IV: Self-Study Findings

H. The School Community

In this section include:

- Summary of findings based on the guide questions
- The evidence that supports these findings
- The identification of strengths and growth needs (prioritized)
- Additional information that must be sent to the visiting team prior to the visit:
- Parent Handbook
 - School literature regarding admissions policies and procedures, including references to financial aid
 - Official statement on nondiscriminatory admissions practices
 - School's official documents and catalog statements to parents regarding financial obligations
 - Standard enrollment contract
 - Ensure the profile includes data about admission activity, attrition.

- Information to be available to the team during the visit
 - Documentation that facilities and personnel conform to local and state public safety and health regulations
 - Copies of admissions materials: application and contract forms, interview and health forms, alumni office publications, student publications, communications to parents, etc.
 - School literature regarding admissions policies and procedures, including references to financial aid
 - Official statement on nondiscriminatory admissions practices
 - School's official documents and catalog statements to parents regarding financial obligations
 - Standard enrollment contract

Ensure the profile includes data about admission activity, attrition

Chapter V: Schoolwide Action Plan

Players: Leadership Team

Procedures:

1. Review and discuss the summary analyses from all sections.
2. Generate a master list of the strengths and growth needs from all sections.
3. Synthesize these into 4-5 major areas for change that will impact the achievement of the schoolwide student goals.
4. Develop a schoolwide action plan. Include in each section of the action plan the following components:
 - Statement of area for improvement (goal)
 - Rationale for area based on self-study findings
 - One or more expected schoolwide learning results or student goals addressed
 - Ways of assessing progress, including student achievement of the learning results (and curricular standards)
 - Specific steps, including professional development
 - Timeline (month, year)
 - Person(s) responsible (designate by asterisk) and involved
 - Resources (financial, physical, human)
 - Means to monitor and report progress to all members
5. Engage all stakeholders in the development and the discussion of the plan. Ensure that there is schoolwide consensus on the action plan.
6. Develop an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan.

Product:

Chapter V: Schoolwide Action Plan

- B. Describe the schoolwide action plan.

For each action plan section include:

- Statement of area for improvement (goal)
- Rationale for area based on self-study findings
- One or more expected schoolwide learning results or student goals addressed
- Ways of assessing progress, including student achievement of the learning results (and curricular standards)
- Specific steps, including professional development
- Timeline (month, year)

- Person(s) responsible (designate by asterisk) and involved
- Resources (financial, physical, human)
- Means to monitor and report progress to all members

D. State specific strategies to be used by the staff within each subject area/support program in order to accomplish the sections of the schoolwide action plan.

E. Describe the school's follow-up process..

(Note: After the visit, the school will revise the action plan and submit to WASC and AWSNA within six months of the full visit.)

WASC/AWSNA

Visiting Committee Handbook

Visiting Committee Member Checklist

Pre-visit Preparation

- __ 1. Receive first letter from Visiting Committee chairperson that addresses several items:
 - a. Asking for preferred areas of coverage during the visit
 - b. Reminding members about training sessions
 - c. Asking members to review accreditation materials

- __ 2. Participate in training.

- __ 3. Study the entire WASC/AWSNA Evaluation/Accreditation Guide. This guide for the self-study is a pilot document merging WASC and AWSNA criteria and principles.

- __ 4. Become aware of the WASC parameters of the self-study followed by the school:
 - . the involvement and collaboration of stakeholders in the self-study
 - . the clarification of the school's purpose and expected schoolwide learning results
 - . the assessment of the actual student program and its impact on student learning with respect to the criteria
 - . the development of a schoolwide action plan and integrated subject area/support program action steps to address identified growth needs
 - . the development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan

- __ 5. Review the WASC criteria and the AWSNA principles and suggested evidence and appropriate curricular/ educational references. These are discussed in Sections I-V of this self-study guide.

- __ 6. Receive additional communication from chairperson:
 - a. Assigning writing assignments
 - b. Requesting the review of the criteria as the **entire self-study report is analyzed**
 - c. Requesting **prior to the visit**, the writing of questions to pursue during the visit and tentative narrative statements and commendations/ recommendations for assigned sections of the school report. **The chair should receive these prior to the initial team meeting in order to compile a tentative Visiting Committee Report.**
 - d. Providing a schedule for visit

Visiting Committee Member Checklist

- __ 7. After receiving the School Report, complete pre-visit preparation:
 - a. Review the criteria with respect to the analysis of the School Report; study other pertinent materials.
 - b. Compare the school's self-findings to the concepts of the WASC criteria, the AWSNA principles, and the expected schoolwide learning results. Critique conclusions and action plan, Section VI.
 - c. Write questions regarding issues, concerns, clarifications and evidence that should be pursued during the visit and develop tentative narrative statements and commendations/ recommendations for assigned sections of Visiting Committee report. **Send these to Visiting Committee chair prior to visit.**

- __ 8. Receive final communication from chairperson:
 - a. Confirming receipt of school self-study
 - b. Offering assistance/clarification of tasks
 - c. Confirming initial meeting time
 - d. Reviewing how expenses are to be handled

- __ 9. Take following materials to visit:
 - a. *WASC/AWSNA* self-study manual and Visiting Committee Handbook
 - b. Reference cards
 - c. Self-Study Report
 - d. All notes
 - e. Credit card or cash to cover reimbursable expenses

- __ 10. Arrive on time for initial meeting and have no other commitments during the visit.

The Visit: How Do We Know Students Are Learning? What Is The Actual Program For Students?

- __ 1. Demonstrate a genuine interest in the school's welfare and a desire to be helpful. Establish rapport with staff.

- __ 2. Utilize the concepts of the WASC criteria and AWSNA principles as a comparison base throughout entire visit.

- __ 3. Look at the quality of program experienced by students and evidence of successful student learning □ the degree to which the expected schoolwide learning results are being accomplished.

Visiting Committee Member Checklist

- __ 4. Look for evidence of an ongoing process for school improvement.
- __ 5. Let the program unfold, don't prejudge. Validate, verify, and document. Be aware of personal biases that can influence observation.
- __ 6. Structure the gathering of evidence (class/program observations, interviews, examination of student work and other information, dialogue with Home Groups) so needed information is gained.
- __ 7. Assure teachers that classroom visits are not evaluative but are planned to observe the general instructional atmosphere and climate of the school.
- __ 8. Frame open-ended questions to all school committee members and individuals to elicit information without reflecting a value judgment.
- __ 9. Allow adequate time for responses and give appropriate feedback to responses to questions.
- __10. Concentrate on being a good listener. Be aware of nonverbal feedback.
- __11. Meet and lead discussion with school self-study committees that are assigned areas of writing responsibility. Allow adequate time for the other Visiting Committee members to explore their concerns and for school staff members to highlight issues important to them. Visiting Committee members help all concerned to recognize the needs of the school and develop a desire to improve the instructional program.

Note: Time is limited, so don't overemphasize particular concerns. The goal is to clarify information already in the School Report and secure information not yet provided.
- __12. Don't allow pressure groups or individuals to distract you from the main task and schedule.
- __13. Make every effort to avoid involvement in issues that are negotiable.
- __14. Work cooperatively with all other Visiting Committee members as findings are discussed and decisions made.

Visiting Committee Member Checklist

- _15. Write quality responses according to the suggested guidelines. Make sure they reflect the important concepts of the criteria in order to serve as guidelines for an effective educational curricular program.
- _16. Provide regular feedback to the Leadership Team (Steering Committee) and other staff members regarding findings as a result of the visit, not the self-study alone.
- _17. Meet with the Leadership Team (Steering Committee) to present and **thoroughly discuss the synthesis of the concepts of the criteria, the school report, and the findings** during the visit, as reflected in the draft Visiting Committee Report.
- _18. Meet with other Visiting Committee members to investigate any issues or questions raised during the Leadership Team (Steering Committee) meeting.
- _19. Make necessary Visiting Committee Report modifications and come to closure on it.
- _20. Individually review each WASC criterion, the AWSNA principles and overall findings. Individually make decisions regarding the quality of the school's educational program with respect to the four categories of criteria, the AWSNA principles and the other factors impacting the term.
- _21. Participate in the Visiting Committee discussion of the Recommendation for a Term of Accreditation with respect to the WASC criteria categories, the AWSNA principles, and all findings.
- _22. Assist the chair in preparing the confidential Visiting Committee Summary for the Commission ensuring that the **correlation is evident** between the recommended term and the Visiting Committee report.
- _23. Complete expense voucher and chair evaluation form (optional).
- _24. Participate in the presentation of the findings to the entire staff. Don't imply the recommended term of accreditation.
- _25. Support and encourage the school in its ongoing follow-up.

***AWSNA Principles
Purpose, Goals, and Philosophy***

A1: The school is an independent institution working out of the pedagogical indications of Rudolf Steiner, based on anthroposophy, the philosophy initiated by Rudolf Steiner.

A2: The statement of educational mission, philosophy, and goals that reflects the individual character of the school, based upon sound Waldorf educational tenets is clearly articulated.

A3: There is FULL DISCLOSURE of the school's mission, policies, programs and practices.

A4: There CONGRUENCE between the stated mission of the school and the actual program and practices of the school.

A5: The statement of educational mission, philosophy, and goals is understood and supported by the school community.

A6: The development and periodic review of the mission and vision of the school are a collective effort involving faculty, administrators, parents, board, and, if appropriate, students.

A7: The school teaches in an age-appropriate manner that rejects all forms of indoctrination of its students and lays the foundations for the capacities of creative and independent thinking.

A8: The school demonstrates its commitment to inclusiveness through its governance and leadership, curriculum, support programs, staffing, activities, and admissions policies.

WASC Criteria, Organization for Student Learning

A1. School Purpose

The school has established a clear statement of purpose that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted student goals that form the basis of the educational program for every student.

AWSNA Principles

The Educational Program, Activities and Student Services

B1: The faculty is responsible for the educational program of the school and strives continually to recreate and renew the Waldorf curriculum according to the indications of R. Steiner. An understanding of these indications will be developed through the collegial workings of the full faculty and each individual faculty member.

B2: A central understanding is that the education meets the needs of the developing child according to the insights of Rudolf Steiner, the continuing work of Waldorf educators, as well as contemporary insights which are considered compatible and appropriate.

B3: The school promotes student development in thinking (e.g. cognitive), feeling (e.g. affective), and willing (e.g. psychomotor) in an age appropriate manner by addressing the emerging individuality of the whole human being in both the process and the content of the curriculum.

B4: The educational program includes sufficient diversity and recognition of resources to meet the capacities, learning styles, developmental needs, and cultural backgrounds of the students.

B5: The school's educational program includes a balance of language, math, natural science, social science, humanities, fine arts, practical arts, performing arts, physical education and practical work experience as is appropriate for the age, needs, and abilities of students.

B6: The faculty is responsible for ensuring review, evaluation, and development of the curriculum on a regular basis. regarding student performance in its student records.

WASC Criteria, Organization for Student Learning

A5. School Environment

The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

A6. Reporting Student Progress

The school leadership and staff regularly assess student progress toward accomplishing the student goals and report student progress to the rest of the school community.

WASC Criteria, Curriculum and Instruction

B1. What Students Learn

The school provides a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the student goals through successful completion of any course of study offered.

B2. How Student s Learn

The professional staff: a) uses research based knowledge about teaching and learning; and b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and student goals.

B3. How Assessment Is Used

Teacher and student uses of assessment are frequent and integrated into the teaching/learning process. The assessment results are the basis for (a) measurement of each student's progress toward the student goals, (b) regular evaluation and improvement of curriculum an instruction, and (c) allocation of resources.

B7: The faculty provides regular oral and written assessment of progress for each student at all age levels and shares these assessments with the family in an open and timely manner. The school is able to document appropriate information regarding student performance in its student records.

B8: The school provides adequate access to program support including guidance services, special needs support, and health services.

B9: The educational program addresses the rhythmic element within each lesson, the day, the week, the month, and the year.

B10: The length of the school day and year will be sufficient for the total school program and will meet all applicable legal requirements.

B11: The school maintains records for students containing information required by law and as necessary for the operation of a quality program.

B12: The school provides or has access to appropriate and sufficient instructional materials and equipment necessary for the requirements of the instructional program and the needs of the students.

B13: The school demonstrates that it provides sufficient access to quality library and/or media center facilities, or suitable alternatives, as indicated by accepted Waldorf practices.

B14: If there is a residential program, it must be conceived and staffed to suitably fulfill that aspect of the school's program, particularly with respect to the portion of the day outside regular classroom hours. Applicable health and safety regulations shall be fully observed.

B15: The relationship between the school and any special programs it offers on a supplementary basis (summer sessions, student exchange, extra-curricular, work experience, before- and after-school programs, special needs education, seminars, institutes, etc.) is fully disclosed. The operation of supplemental programs shall not be in conflict with the school's purpose.

WASC Criteria, Support for Student Personal and Academic Growth

C1. Student Connectedness

Students are connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the student goals.

AWSNA Principles

Governance, Administration, Finance, and Law

C1: The school is incorporated as a not-for-profit organization and shall have been granted 501(c)(3) status by the Internal Revenue Service in the United States, or have the equivalent not-for-profit incorporation and tax-exempt status in Canada or Mexico.

C2: The school's governance structure is organized with sufficient independence from other organizations so as to ensure its ability to fulfill its mission and to control its own destiny.

C3: In developing its governance and administrative structures, the school takes into account relevant indications by Rudolf Steiner.

C4: The school is developed and organized so as to carry out policies effectively. It is responsible for the educational program, personnel, facilities, and resources, to include the employment of all teachers, staff and support personnel.

C5: The school provides clearly stated decision-making processes for the administration of the school, for strategic planning, for the periodic review of school organization, and for appropriate development of programs and services.

C6: The school has clearly defined programs for regular evaluation of the performance of administration, teachers, and staff, and understood procedures for non-renewal and termination of employment.

C7: The school is in compliance with all applicable laws regarding discrimination based on any and all protected categories, in all areas, including admissions, and employment.

C8: The school maintains facilities and equipment that are aesthetic and meet health, fire, safety, and sanitary standards.

C9: The school generates necessary resources for providing and maintaining physical facilities, equipment and materials adequate to support the program of the school.

WASC Criteria, Organization for Student Learning

A2. Governance

The governing authority (a) adopts policies which are consistent with the school purpose and support the achievement of the student goals for the school, (b) delegates implementation of these policies to the professional staff and (c) monitors results.

A3. Leadership

The school leadership (1) makes decisions to facilitate actions that focus the energies of the school on student achievement of the student goals (2) empowers the staff and (3) encourages commitment, participation and shared accountability for student learning.

A5. School Environment

The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

A7. School Improvement Process

The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.

WASC Criteria, Resource Management and Development

D1. Resources

The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the student goals.

D2. Resource Planning

The governing authority and the school leadership executive responsible resource planning for the future.

C10: The school has appropriate procedures for management of financial resources including process for annual budgeting-making, accounting, auditing such accounts, investing, and long-range planning.

C11: The school provides adequate fundraising, public relations, and financial management support to achieve the school's mission.

C12: The school provides an annual audit or review of its finances, prepared by a disinterested party or firm. For the fiscal year before the team visit, the school will provide a full opinion financial audit

C13: The school periodically reviews and evaluates its processes of governance and administration.

C14: The school publishes a tuition and fee schedule appropriate to its operations and clientele and a refund policy that is communicated and meets legal and ethical considerations

C15: The school implements appropriate policies and procedure regarding financial reporting and record keeping as necessary to its effective, ethical, and legal operations and is able to evidence that those records are kept in a safe ad professional manner.

C16: The school complies with the required AWSNA septennial evaluation/accreditation program including a self-study, visitation by an AWSNA, and prescribed follow-up activity and reports. (Schools in a ten-year cycle or a six year cycle with another accrediting agency may request a variance.)

AWSNA Principles

Personnel

D1: The administration, teachers, and staff are qualified for their positions and responsibilities by education and/or experience. Teachers have a formal preparation, or the equivalent, for Waldorf/Steiner teaching, or are engaged in such preparation.

D2: There are clear, established procedures for recruiting, screening, interviewing, hiring, supporting, evaluating, and dismissing of personnel.

D3: There are fair and appropriate personnel policies, salaries and benefits for all personnel and these policies are written and readily available for all co-workers.

D4: After mutual agreement for compensation, term of employment, and principal duties and responsibilities, each teacher and staff members is informed in writing.

D5: The school has a clearly, stated program for professional growth.

D6: There are adequate procedures for identifying changing needs and priorities in teacher and staff requirements.

D7: Every teacher and staff member will participate in a fair and regular form of evaluation.

D8: The school has a clearly articulated written policy for expectations of professional behavior.

D9: The school keeps accurate and complete personnel records as required by law and as necessary for its effective operations and they include professional qualifications and credentials.

WASC Criteria, Organization for Student Learning

A4. Staff

The school leadership and staff are qualified for their assigned responsibilities, are committed to the school's purpose and engage in ongoing professional development that promotes student learning.

AWSNA Principles

The School Community

E1: The school has an organization and procedures for effective communication among, and involvement of, parents, students, alumni, and friends of the school in a ways that is appropriate to their interests as well as the purposes and objectives of the school.

E2: The school has clearly defined and stated admissions and dismissal policies and procedures consistent with the stated mission and philosophy of the school and which provide the general criteria upon which admissions and dismissals are made.

E3: Parents (or guardian) are fully informed of their financial and other responsibilities to the school prior to enrollment.

E4: Parents and guardians are fully informed of their financial and other responsibilities to the school prior to enrollment.

E5: The school has a clearly articulated and written policy of the expected and acceptable behavior of students and parents.

E6: The school publishes and follows clearly articulated communication policies and procedures, including grievance procedures

E7: The school demonstrates that it provides adequate and competent supervision of all its students.

E8: Sufficient and appropriate disciplinary policies and procedures are implemented to provide for a safe and positive learning environment.

WASC Criteria, Organization for Student Learning

A5. School Environment

The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

WASC Criteria, Support for Student Personal And Academic Growth

C2. Parent/Community Involvement

The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students.

Visiting Committee Report Format

Title Page

- **School Name**
- **City**
- **Dates of Visit**
- **Names and Titles of Visiting Committee Members**

Chapter I: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- Brief description of the students and community served by the school
- School's analysis of student achievement data
- Other pertinent data

Note: The entire profile does not need to be included.

Chapter II: Progress Report

Since the last self-study...

- Comment on the school's major changes and follow-up process.
- Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

Chapter III: Self-Study Process

- Include a copy of the school's expected schoolwide learning results.
 - Comment on the school's self-study process with respect to the parameters.
1. The involvement and collaboration of all stakeholders in the self-study.
 2. The clarification of the school's purpose and the expected schoolwide learning results.
 3. The assessment of the actual student program and its impact on student learning in relation to the criteria and the expected schoolwide learning results.
 4. The development of a schoolwide action plan that integrates subject area/program and support plans to address identified growth needs.
 5. The development and implementation of an accountability system for monitoring the accomplishment of the plan.

Chapter IV: Quality of the School's Program

Part A:

For each section:

- I. Purpose, Goals, and Philosophy*
- II. Educational Program, Activities, and Student Services*
- III. Governance, Administration, Finance, and Law*
- IV. Personnel*
- V. The School Community*

Provide (1) a brief summary analysis of what currently exists and its impact on student learning and (2) commendations and recommendations for each of the five sections.

Part B:

Synthesize the commendations and recommendations from all sections into major commendations and major recommendations.

major commendations (list numerically)

major recommendations (list numerically)

- *support* those areas already identified by the school in the action plan sections
- *strengthen* those identified areas in the action plan sections
- address *additional* areas identified by the visiting committee

Chapter V: Ongoing School Improvement)

- Include a brief summary of the schoolwide action plan.
- Comment on the following school improvement issues:

Adequacy of the schoolwide action plan and the degree to which it addresses the major recommendations summarized in Chapter IV. Include a one page summary of the schoolwide action plan. Consider these questions:

- Do the action plan sections address the *major areas for improvement*?
- Will the action plan steps enhance student learning?
- Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives?
- Is the action plan feasible within existing resources?
- Is there sufficient commitment to the action plan, schoolwide and system wide?
- Existing factors that will support school improvement
- Impediments to school improvement that the school will need to overcome in order to accomplish any of the action plan sections
- Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.

Accreditation Term Determination

As in the past the Visiting Committee will recommend a term of accreditation which will be acted upon by the Accrediting Commission. A term of accreditation is the period of time that best reflects the degree to which (1) the school is a trustworthy institution of learning and (2) the school is implementing an improvement process that will improve student learning. Current terms are six years; six years with a one day review; a three, two, one year; or denial. The Commission reserves the right to grant additional conditions of accreditation other than those above. Such action will follow a Commission review of the Visiting Committee Report.

An accreditation term will be based upon a school demonstrating the following:

1. Involvement and collaboration of stakeholders in doing the self-study that accomplishes the five parameters of the self-study.
2. The defining of the school's purpose through expected schoolwide learning results and academic standards.
3. The use of a professionally acceptable assessment processes to collect, disaggregate, and analyze student performance data.
4. The acceptable progress by all students toward clearly defined expected schoolwide learning results, academic standards, and other institutional and/or governing authority expectations.
5. *An Organization for Student Learning* that supports high achievement for all students.
6. *Curriculum and Instruction* that supports high achievement for all students.
7. *Support for Student Personal and Academic Growth* that supports high achievement for all students.
8. *Resource Management and Development* that supports high achievement for all students.
9. The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement of all students.
10. The capacity to implement and monitor the schoolwide action plan.
11. The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Revised FOL 8/00 -- Commission approved for schools beginning in 2000-2001

DOCUMENTATION AND JUSTIFICATION STATEMENT

For proper processing, please complete the following information:

Chair Name	Name and City of School Visited	
Chair's Work Phone	Chair's Home Phone	Alt. number during end of June (if applicable)
E-mail address (if applicable)		

Complete the narrative rationale for each factor. Circle the rating that best fits the results of the self-study and the visit that was selected through visiting committee dialogue and consensus.

- **highly effective:** **The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program and the school's operation.**
- **effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
- **somewhat effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
- **ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

An accreditation term will be based upon a school demonstrating the following:

- 1. Involvement and collaboration of stakeholders in doing the self-study that accomplishes the five parameters of the self-study.**

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

2. The defining of the school's purpose through expected schoolwide learning results and academic standards.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

3. The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

4. The acceptable progress by all students toward clearly defined expected schoolwide learning results, academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

5. *An Organization for Student Learning* that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

6. *Curriculum and Instruction* that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

7. *Support for Student Personal and Academic Growth that supports high achievement for all students.*

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

8. *Resource Management and Development that supports high achievement for all students.*

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

9. *The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement of all students.*

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

10. *The capacity to implement and monitor the schoolwide action plan.*

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

11. *The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.*

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Provide a brief narrative, which summarizes the Visiting Committee's rationale for the recommended term, (If there is an unresolved minority opinion please indicate and explain.)

- **term options seriously considered**
- **reasons for the *term recommended***

In the comments reflect upon the following:

- the visiting committee's discussions and process (summarize as needed in the narrative)
- the degree to which students are learning
- the strength of the school in all areas of the program and the operation
- the capacity of the school to implement and monitor the action plan

Sample Schedule for Visit

This sample schedule will have to be **adjusted by the school and V.C. Chair to fit the local situation**. In this process, it is very important to allow enough time for extensive dialogue with the Schoolwide Focus Groups and the Leadership Team; this discussion will include the examination of evidence used to determine growth needs by the stakeholders. The focus of the subject area and support staff meetings will be to understand their information and evidence that led support to the schoolwide findings. The Visiting Committee (V.C.) chairperson should be regularly communicating with the chief administrator and self-study coordinator to discuss the progress of the visit.

DAY BEFORE VISIT (Usually Sunday)

1:00 PM	Meeting of V.C. members to begin group discussion on perceptions of self-study. School leaders conduct a brief school tour for V.C.
2:30	Meeting with the chief administrator, Self-Study Coordinator, and Leadership Team to clarify issues in the self-study and explain the visit. The V.C. and school leaders participate in a reflective discussion of the self-study;
4:00	Informal reception for team and school community
4:30	Meeting with Parent/Community Committee
5:00 - 6:30	Dinner for team and school leadership
7:00	Meeting of V.C. to receive instructions from the chair, organize the work of the committee, and examine supplementary materials

FIRST DAY

7:30 - 8:00	Meeting with Leadership Team (Total V.C. Team)
8:00 - 9:30	Meeting with Self-Study Committee for Purpose, Goals, and Philosophy (total V.C., if possible)
8:00 - 12:00	Gathering of Evidence: class/program observations, interviews, examination of student work
11:00 - 12:00	Meeting with Student Committee (V.C. reps.)

Sample Schedule for Visit

12:00 - 1:00	Lunch. Informally talk with students and staff.
1:00 - 2:30	Gathering of Evidence: class visits, conversations, etc.
3:00 - 5:00	Meeting with Self-Study Committee for Educational Program, Activities and Student Services (Total V.C., if possible)
6:00 - 7:30	Dinner. V.C. alone.
7:30 -	Discussion of findings and work on written summary.

SECOND DAY

7:30 - 8:30	Meeting with Leadership Team (V.C. reps)
7:30 - 8:30	Special Group Staff meetings as needed (V.C. reps) Note: The school and the V.C. Chair should agree upon what meetings are needed in addition to the Self-Study Committees.
8:30 - 11:00	Gathering of Evidence: class/program observations, interviews, examination of student work
11:00 - 12:00	Committee work.
12:00 - 1:00	Lunch. Informal contact with student and staff.
1:00 - 3:00	Meeting with the Self-Study Committee for Governance, Administration, Finance and Law (V.C. reps) Gathering of Evidence: class/program observations, interviews, examination of student work
2:00 - 3:00	Meeting(s) with other school personnel Meeting with Subject Area/Support Staff Committees (as needed)
3:00 - 5:00	Meeting with Self-Study Committee for Personnel (V.C. reps) Meeting with Self-Study Committee for the School Community (V.C. reps)
6:00 -	Dinner, V.C. alone. V.C. works on draft of its report.

THIRD DAY

7:30 - 8:30	Meeting with Leadership Team (Total V.C.)
8:30 - 11:00	Completion of draft report, contacting school staff as needed.
11:00 - 1:00	Meeting with the Leadership Team and others invited by the school to discuss/clarify findings of visit and the V.C. Report.
1:00 - 3:00	Closure on issues raised in the earlier session discussing the draft V.C. Report. The V.C. may revise the report as a result of this meeting. V.C. members complete the final draft of the V.C. Report.
	Completion of the Recommendation for a Term of Accreditation and the Confidential Summary.
3:00 – 4:00	Report to staff/stakeholders: Trustees, faculty, staff, and parents, if desired.

