**TEAM: High School Faculty**

**PRESENT: All**

**MEMBER TAKING MINUTES: Noah Denslow**

**DATE: 12/11/2013**

**START TIME: 7:45**

**END TIME: 8:45**

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| **Item** | **Discussion** | **Conclusion** | **Actions Items/Member Responsible** |
| 1. **The Self-Study Process w Ned Gallagher** | **Today:**  **Accreditation**  **Standards**  **Our roles**  **A Holistic view of the process.**  **There are four commissions within the NE association**   1. **Higher education – colleges and universities** 2. **International schools abroad (CAISA)** 3. **Commission on Independent Schools (private and parochial)** 4. **Commission on Public Schools (CPSS – Committee on Public Secondary Schools)**   **They accredit lots of schools.**  **CPSS – 26 volunteer committee members (principles, superintendents, community members, etc.) You must be an actively employed educator to be on the commission.**  **They meet four times a year.**  **All of the reports and recommendations are done by these 26 people. They work in the same states. They know the climates and the mandates.**  **They use 1,100 volunteers per year.**  **The standards were created by the committee members of the six NE states.**  **Self study ->evaluation visit-> two year report -> five year report -> pre-self study report**  **About the evaluation Visit: At the end, the chair will give you closing remarks – they really set the stage for the next phase of improvement. You won’t know what your grade is. This is a formative assessment. It is not a summative assessment.**  **You’re never going to reach the end. The process is always going to be changing.**  **Process: You engage in self-reflection using best practices.**  **NEASC does not receive any federal to state moneys. They cannot be told what to do. They do, however, align with mandates like common core, 21st century skills, and teacher evaluation. Or rather, the states are aligning with them. They tend to make it into standards long before the states mandate them.**   1. **Core values** 2. **Core values and beliefs about learning** 3. **Academic, social, civic expectations** 4. **Analytic rubrics (are they problem solvers? Are they critical thinkers? Are they creators?) The rubrics give you tools to determine competent in these areas. Self-initiation rubric? – add it to the freshmen responsible learning rubric** 5. **On-going process** 6. **Curriculum** 7. **Instruction** 8. **Assessment – communication with parents and students is a major component here. Data should inform what happens rather than driving it.** 9. **School Culture and leadership – safe, positive environment. Heterogeneity and advisory are the two most controversial standards in the whole process.** 10. **School resources for learning** 11. **Community resources for learning**   **You come to see the connectivity rather than look at them as separate things.**  **Mission statements tend to all be pretty much the same. Everyone’s core values are not the same. You are evaluated against what you say are your core values. You’re establishing your own criteria and determining how well you are living up to them.**  **FOIL (first, outside, inside, last)**  **Self-study – to what degree does our school meet the standards we have set for ourselves. This is not qualitative. It’s simply a matter of observing discrepancies.**  **We are going to get to know our standards and engage in conversations.**  **All the information is on the website – your specific info can be hard to find. It’s not necessarily user friendly, but its all there.**  **We will collect evidence. We then will analyze, discuss, and write.**  **The narrative with be eight to twelve page narrative (don’t worry about the page count; just follow the self-study guide).**  **Accreditation says that you have all the conditions present to allow students the best opportunity to learn.** |  |  |
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