TEAM MEMBER GUIDE

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PART 1: THE VIRTUAL TEAM VISIT

THE BASICS OF THE VISIT

The Team
Each visiting team consists of 1 chair (team leader) and typically 3 team members. The amount of team members can vary based on several factors, including the size of the school and type of self-study protocol being utilized. (More on protocols can be found in the MSA Protocols section of this guide.) All team members are volunteer educators and school personnel that possess different levels of experience/areas of expertise in education as well as different levels of familiarity with accreditation. This is how MSA ensures that a school hosting a visit has a well-balanced visiting team that represents a variety of perspectives. Occasionally, MSA staff will also participate as chairs and team members.

One-Day Chair Visit
A few weeks before the full team visit, the chair of the team will conduct a one-day visit with the school. During the visit, the chair will evaluate the MSA Standards of Finances and Facilities and, when possible, conduct observations of teaching and learning. The chair will share observations and information from this one-day visit with the team members prior to and during the full team visit. The team will utilize these findings in conjunction with the conclusions from the three-day visit to make the final accreditation recommendation.

The Full-Team Visit
The full team visit lasts three days, generally beginning on the first day of the school's week (Sunday or Monday). The specific schedule for each of the three days will vary but will include a combination of scheduled interviews, observations of teaching and learning, and time for evidence review, report writing, and team discussions. By the end of the full-team visit, each Team Member will have completed and submitted their sections of the written report to the Chair, and the Team will have reached consensus on their accreditation recommendation. See sample team visit schedule for more details.

The Team's Shared Google Drive
Within 30 days of the visit, the team will receive access to a Google shared drive. A *shared drive* is a space to store, share, and edit documents collaboratively, and only specific users have access to it. MSA-CESS staff will provide each team member with the link via email. **Only team members and the MSA-CESS staff will have access to the drive**. If you are familiar with Google Drive and Google Docs in general, everything will look familiar, but there will be greater restrictions in place to ensure the confidentiality of both the team's work and the school's self-study and evidence.

1. About four weeks before your visit, a member of the MSA-CESS staff will email you a link to access the drive, along with instructions for how to access it. This process should be quick and easy if you have a Google account that is associated with your school email address (the one that MSA-CESS uses to contact you). If your school email address is not already connected to a Google account, you can create one using these instructions in less than five minutes. We recommend that you do this as soon as possible if your email is not already associated with a Google account.

2. Team members are <u>not</u> permitted to copy or share any document, folder, or file from the drive with anyone who is not a member of the visiting team or the MSA-CESS staff. The school will have its own, separate access to the evidence and self-study folders, so there is no need to share any documents or folders with the school.

3. Team members are also <u>not</u> permitted to download or print any file from the drive unless it is a necessary part of the volunteer's process, such as a strong preference to read on paper instead of on a screen. If it is necessary to download or print any documents, the team member must permanently delete any downloads and shred any printouts by the conclusion of the visit.

4. When you receive the link, your drive will contain the school's self-study document, their submitted evidence, and a video tour of the school. If at any point during the visit you need additional evidence, the school will have the ability to add it to one of these folders, and you will be able to view those files as soon as they are uploaded.

5. During the visit, please make sure to stay logged into the Google account that has access to the drive. You will need to access it throughout the visit. Please also ensure that you are the only person with access to your device(s) during the visit.

6. In the drive, you will find templates for each section of the team report, in the "Write Team Report" folder. When writing your sections of the report, please type directly into these documents. Do not download, copy, or share them, since any of those can cause confusion. These Google Docs have been generated specifically for your visit, and the team chair will use them when assembling the final report.

7. Another folder in your drive has workbooks for each standard, as well as sample interview questions, with a document for each type of interview that typically takes place during a visit. You are welcome to take notes directly in these documents if you wish.

8. Please apply the same standards of professional conduct, friendliness, and cooperative spirit from the rest of your time as a volunteer to anything you write in any document in this drive, any comments you make, and any communications that take place through the drive. In any case when you and another team member or the chair have differences of opinion, we always recommend calling that person directly to discuss them, rather than trying to resolve conflict through emails, texts, or other written messages.

9. When you have completed your sections of the team report, tell your chair. Make sure any comments have been handled and resolved, and if you have downloaded or printed any of the documents, make sure to permanently delete or destroy them immediately.

10. Specific instructions will also be available in the shared drive itself, as soon as you have access to it.

The Team's Communication Platforms
All meetings with the hosting school and its stakeholders will be conducted using the school's preferred online communication platform. If the school does not currently have access to an online (video call)

platform, a Zoom license can be provided to the school upon request for use during the course of the visit.

All meetings between team members will be conducted via Zoom. MSA will provide a Zoom license to the Team Chair for this purpose.

Video Conferencing Guidelines
To prepare for your virtual meetings between the team and the school, please:
- Assure that the technology being used and internet is set up and working properly
- Assure that your devices are charged
- Dress for business
- Find a room that is quiet and free from distractions
- Make sure Zoom is installed and able to launch
- Login at designated time and be aware of any time zone differences

Below are some additional guidelines to follow while the meeting is taking place:
- Mute your microphone upon entry and while not speaking. Remember to unmute when you wish to speak.
- Earphones/buds may be helpful if your computer volume does not seem loud enough
- Stay seated and present during the meeting; if you have to leave, please excuse yourself
- Please refrain from eating during the meeting
- Avoid multitasking during the meeting

Please see the Video Conferencing Guidelines for Teams for more information.

CHAIR RESPONSIBILITIES

The chair of the team is responsible to:
1. Maintain all general communications with the school on behalf of the team prior to, during, and after the visit
2. Conduct a virtual Pre-Visit Meeting with the school to ensure that they are prepared to host the visit
3. Conduct an in-person or virtual one-day Chair Visit with the school to review the MSA Standards of Finances and Facilities and, when possible, observe teaching and learning
4. Organize logistics, lead team meetings, and guide team members during the three-day full team visit
5. Prepare and present an oral report to the head of school and then the whole school at the end of the visit summarizing the findings of the team and the accreditation recommendation
6. Compile a draft team report to be reviewed by the school and compile the final team report for MSA

Please see the Chair Preparation Checklist for a more robust description of all chair responsibilities.

TEAM MEMBER RESPONSIBILITIES

Team members are responsible to do the following:

Prior to the Team Visit
1. Review all communications sent by the chair
2. Complete the Team Questionnaire (provided by the chair in initial communications)
3. Carefully read the self-study prepared by the school's stakeholders, view the video tour, and review the evidence, which will be provided in a Google shared drive within 30 days of the visit

During the Visit
1. Accept the team schedule, meeting all appointments on the schedule, and being available until the last event on the schedule is completed (including team meetings)
2. Review evidence, participate in observations of teaching and learning, & conduct interviews (more details on this in Section 2 of this guide) while utilizing appropriate evaluation techniques and behaviors
3. Complete assigned sections of team report (to be assigned by the chair)

After the Visit
Complete a short survey evaluating your visit experience and team chair.

PART 2: THE VOLUNTEER'S TOOLBOX

MSA STANDARDS & INDICATORS OF QUALITY FOR SCHOOLS

To read the MSA Standards & Indicators of Quality for schools in their entirety, please refer to the [Standards for Accreditation School Edition](#).

Standards
Middle States has 12 Standards for Accreditation that schools must meet in order to become accredited or reaccredited. They cover the following areas:

Mission
Governance and Leadership
School Improvement Planning
Finances
Facilities
School Organization and Staff
Health and Safety
Educational Program
Assessment and Evidence of Student Learning
Student Services
Student Life and Student Activities
Information Resources

The Middle States Standards for Accreditation are qualitative statements that reflect research-proven practices for schools pursuing continuous school improvement. The Middle States Standards have several important functions in the accreditation process. Most importantly, they serve as a mechanism for improving a school's capacity to produce the levels of student performance that are both desired and expected by its community of stakeholders. Because they are based on research and reflect proven practices, they serve as a qualitative guide to expectations for an accredited school.

The Standards are not designed to make all schools look alike. The Middle States accreditation process respects the individual nature and character of each school. The diversity of Middle States member schools reflects this important principle. Although it is required that all schools meet the same Standards for Accreditation, there is sufficient flexibility within the Standards so that different schools can demonstrate they meet the Standards in different ways.

The Standards serve as the primary basis upon which the Commissions make accreditation decisions. The Commissions offer a variety of protocols for self-study and accreditation, each of which begins with the requirement that a school meets the Standards for Accreditation. Then, building on the requirements of the Standards, a school proceeds to establish a plan for growing or improving student performance and the school's capacity to produce the levels of student performance desired and expected by its community of stakeholders.

Indicators of Quality

Indicators of Quality have been developed for each Standard. The Indicators amplify a Standard and show possible ways that a school can demonstrate that a particular Standard is met. Indicators provide greater clarity regarding proven practices related to each Standard. Although it is expected that all accredited schools will meet the Standards, not all Indicators will apply to or be appropriate for each school. It is imperative that the use of Indicators respects the individual integrity of each school and that no attempt to conform a school's operation to these Indicators be made.

A number of the Standards for Accreditation include sub-sets of Indicators that are applicable to different types of schools and to schools with special programs or services. For example, the Governance and Leadership Standard includes a set of Indicators for independent/non-public schools and a different set of Indicators for schools in public school districts, archdiocesan/diocesan systems, and other school organizations with a central office staff. For some of the Standards, there are also Indicators for schools that have early age programs and Indicators for schools that deliver some or their entire educational program using a distance modality. Each school uses only the Indicators that are applicable and appropriate for the school.

THE SELF-STUDY

The self-study is a self-assessment that a school seeking accreditation or reaccreditation completes, in which they evaluate to what level they believe they meet MSA's Standards for Accreditation. In addition to the adherence to the Standards, the school is able to utilize the self-assessment to develop a Plan for Growth and Improvement that can serve as its Long Term Strategic Plan. The self-study process can take anywhere from 1-3 years for a school to complete, depending on whether the school is seeking initial accreditation or reaccreditation.

The main purpose of the team visit is to validate that what a school's self-study states is indeed what the school is doing. Within 30 days of the team visit, each team member will receive access to the school's self-study and accompanying written evidence. The team member's task is to thoroughly review the self-study and evidence and utilize them throughout the team visit to make decisions regarding to what extent the school meets MSA's Standards.

MSA PROTOCOLS

As we believe that one size does not fit all, MSA has developed several protocols for schools that are seeking initial accreditation or reaccreditation. The two most common protocols are *Designing our Future* and *Excellence by Design*. With some exceptions, schools seeking initial accreditation generally follow the *Designing Our Future* protocol, and schools seeking re-accreditation follow *Excellence By Design.* The decision regarding which protocol to utilize follows a discussion between the school and the school's assigned Accreditation Liaison.

Designing our Future

The *Designing our Future* protocol is recommended for schools seeking accreditation for the first time or schools that have recently gone through major changes such as a merger, addition of grades, or change in educational program.

Designing Our Future (DOF) is a self-study and accreditation protocol primarily focusing on growing and improving the school's capacity to produce the levels of student performance desired and expected by its community of stakeholders. Organizational capacity is defined by the 12 Middle States Standards for Accreditation for Schools that represent the "building blocks" required for a quality school and educational program (e.g., finances, facilities, student services, etc.).

Through this protocol, the school determines which areas of its curriculum and organizational capacity are the priorities for growth and improvement, sets measurable goals to address these priorities, and then establishes a plan to achieve its objectives. *Designing Our Future* differs from other accreditation formats used by the Middle States Association of Colleges and Schools in that it organizes the self-study process around a number of descriptive summaries that address the work of the school. Each descriptive summary consists of the gathering of information and data relevant to the topic and ends with the school and its community of stakeholders conducting a self-assessment of the school's adherence to the Standards for Accreditation that are relevant to the topic.

[Click here](#) for more information on the DOF protocol

Excellence by Design
The *Excellence by Design* protocol is generally recommended for schools that have previously been accredited and are seeking re-accreditation.

Excellence by Design (ExBD) is an accreditation protocol that uses strategic planning as a vehicle for growth and improvement in student performance and in the school's capacity to effect that growth. The protocol links various planning and school growth and improvement efforts. *Excellence by Design* leads the school to establish objectives for improving student performance and organizational capacity based on its vision of a preferred future for its students. Therefore, *Excellence by Design* is a future-oriented and visionary process.

In addition, the protocol provides for a continuous review of programs and services and of the results of student performance. It also allows diverse constituent groups to participate in charting the future of the institution. *Excellence by Design* provides the framework for formally aligning all the work of the school to ensure that all of its efforts are coordinated and focused on achieving the school's mission. It is expected that this framework will accomplish the following purposes:
- Development of a sense of community and common purpose among the school's students and staff, and its community of stakeholders.
- A Plan for Growth and Improvement in student performance and the school's capacity to produce the levels of student performance expected by the school and its community of stakeholders.
- Greater cooperation between all of the school's stakeholders in identifying and implementing practices that have been demonstrated to lead to excellence in student performance and the organization's capacity to produce the desired levels of student performance.

Most importantly, this framework intends to develop in the school's community of stakeholders an understanding that the school is part of a larger community of learners and that this community has agreed upon, supports, and accepts responsibility for assisting the school in achieving its Mission, Profile of Graduates, and Plan for Growth and Improvement in student performance and organizational capacity. This learning community understands that, by working together to articulate and align its efforts, it can achieve higher levels of excellence in student performance.

Click here for more information on the EBD protocol

Sustaining Excellence
Sustaining Excellence is a protocol for schools that use strategic planning and action research as vehicles for growth and improvement in student performance and in the school's capacity to effect that growth. Click here for more information on the SE protocol.

Middle States has also created Standards for Accreditation for other types of educational institutions:

School Systems
Achieving Excellence System Wide is the framework utilized for the accreditation of entire school systems. Click here to read the Standards for Accreditation School Systems Edition.

Learning Service Providers
Learning Service Providers either provide educational services directly to students or service the schools and institutions that provide the education to the students. Click here to read the Standards for Accreditation Learning Service Provider Edition.

Career and Technical Institutions
Reflections on Standards of Quality is a framework designed and required for use by institutions that offer career and technical programs to secondary and/or postsecondary students and that seek to use their accreditation by the Middle States Commission on Secondary Schools (MSA-CSS) to establish eligibility to participate in federal Title IV student or programs for their adult (postsecondary) students. Click here to read the Standards for Accreditation Career and Technical Edition.

THE PROCESS OF TRIANGULATION

There are three main ways in which a team member seeks to validate a school's congruence with its self-study during the team visit: by reviewing the written evidence, making observations, and conducting interviews.

Reviewing Evidence

When a school submits their self-study, they will also submit accompanying written evidence to support their conclusions. It is the team members' responsibility to thoroughly review the evidence and determine if anything needs to be further clarified in interviews and observations. Evidence will be available to all team members in their shared drive, and the school can add evidence during the visit at any team member's request.

Observation of Teaching and Learning

Observations of teaching and learning are an integral part of the peer review process. They are meant to give a general impression of the teaching and learning in a school, not to evaluate specific teachers and students.

Two great questions to reflect on while observing teaching and learning on the visit are:
1. What does it look like to teach in this school?
2. What does it look like to learn in this school?

The specific method of observation will vary from one visit to another. The chair will inform the team about how and when observations will be conducted for each visit.

Interviews

Interviews are an essential part of the visit. The team will interview students, parents, faculty members, and administrators. It is important to get a sense of what each individual or group feels about the process. The interview is not a "test" of the self-study, but rather an affirmation of information provided in the self-study for completion of the team report. It also verifies that all stakeholders feel that their opinions were heard during the process. **Sample questions for interviews are included in your team shared drive.** All interviews will take place over the preferred video call platform of the school.

Team members should keep the following points in mind when conducting interviews:
1. Students should be interviewed while a parent or member of the faculty or staff is virtually present.
2. Thank the person/group both at the beginning and at the end of the interview. Interviews should always be conducted in an atmosphere of appreciation and end on a note of personal grace.
3. Keep in mind that some of the faculty members may be nervous or apprehensive because of the visit. Try to alleviate this situation by maintaining a professional manner and approach. Be friendly and let the teachers know that you are also an educator who has experienced many of the same situations.
4. It is important **not to put forward a point of view** on any of the subjects under discussion. Team members are not consultants.
5. All questions should be neutral and not framed as a concern or a problem.
6. Offer no signs of approval or disapproval concerning information given.
7. Be cautious in assigning reliability to information presented by a disgruntled informant.
8. Interviews can often be more valuable and revealing than classroom observations
9. **Remember that all observations and conclusions of the committee are confidential. They should not be discussed outside of the team meetings or after the visit.**

Triangulation of Evidence Review, Observations, and Interviews

Throughout the visit, team members should consistently seek to validate information by verifying it through more than one means. Using the process of triangulation, team members will combine the evidence, observations, and interview responses to reach informed conclusions.

PART 3: BRINGING IT ALL TOGETHER

MAKING FINAL DECISIONS

The final outcome of the team visit is a comprehensive written report based on the review of evidence, observations of teaching and learning, and interviews that the team completed. The final team report reflects a consensus of the team members. The following are helpful definitions for terms that will be used by the Visiting Team in the report when making final determinations about the information gained during the team visit:

Observations: In this section, the Team lists any general observations regarding the degree to which the school meets the Standard and/or its Indicators of Quality.

Examples of Observations
1. A clean, well-maintained facility that is warm and inviting.
2. Classrooms have ample space and are clean and well-lit.
3. The faculty and staff have created a partnership between the home and school to provide mutual support for the child. Parents are recognized as the primary educators of the students.

Exceeds Expectations of the Standard: Utilized when the Visiting Team determines that the school exceeds the expectations of a Standard. If the team decides the school does not exceed expectations, this section may be deleted from the team report.

Examples of Exceed Expectations
1. Solid curriculum which addresses the various learning styles of the students.
2. Programs are implemented in the school and throughout the day to help students achieve success and overcome difficulties.

Recommendation: A Recommendation is given to the school by the Visiting Team and indicates an action the school may consider. Typically, in the professional opinion of the members of the Team, the action would enhance the effectiveness of the school and would result in further improvements. It may be a revisiting of findings by the school through its self-study or may be a new suggestion provided as a result of the external peer review process.

Examples of Recommendations
1. Consider the changing ethnic population when designing new student activities.
2. Add the concept of "family" to the school's belief statements.
3. Examine the workload of the counseling staff with an eye toward better balance and service.

Monitoring Issue: Occasionally, a school will be working toward full implementation of an Indicator of Quality and/or Requirement of the Protocol used for self-study, but additional monitoring is REQUIRED to ensure that appropriate follow-through is taken by the school. This monitoring will typically take place at the next regularly scheduled accreditation maintenance activity such as at the mid-term review. Typically, Monitoring Issues are for actions that a school needs to implement as planned, expand upon, or redo.

Examples of Monitoring Issues
1. By the time of the Mid-Term Report, expand the Planning Team/Steering Committee structure to include greater broad-based stakeholder involvement.
2. By the time of the Mid-Term Report, continue the curriculum review process until all academic departments have been included.
3. By the time of the Mid-Term Report, redo the self-assessment of compliance with the accreditation standards to reflect appropriate input from a larger sample of stakeholder.

A Monitoring Issue does not have an effect on the accreditation action taken by the Commissions.

Stipulation: A stipulation is assigned when a crucial or critical component is missing or inadequate. A stipulation can address either an Indicator of Quality or a Requirement of the Protocol used for self-study. A stipulation requires a school to either submit a report and/or host a representative of Middle States prior to the next regularly scheduled accreditation maintenance activity to demonstrate that the Stipulation has been addressed satisfactorily.

Examples of Stipulations
1. Taking action to correct inappropriate access to hazardous chemicals in the science labs.
2. Demonstrating that a crisis policy has been implemented.
3. Submitting baseline data for the measurable performance objectives required by the self-study protocol.

A stipulation can be identified by the team or at any other stage of the review and accreditation action process. If the Commissions identify one or more Stipulations, the school's accreditation status will be Accreditation with Stipulations**.**

Probationary Action: A Probationary Action is assigned when a school going through a re-accreditation is found to be out of compliance with one or more Standards or Requirements of the Protocol. A recommendation for Probation and the assignment of Probationary Actions should not be made without a conversation between the Team Chair and the school's MSA Accreditation Liaison. If the school is seeking its initial accreditation and is found to be out of compliance with one or more Standards or Requirements of the Protocol, the accreditation decision will be deferred as a school must meet all Standards to be accredited.

WRITING THE REPORT

Each team member will assume responsibility for several areas of the evaluation as assigned by the chair and will be expected to submit parts of the team report to the whole team as scheduled. Following discussion and approval by the team, each team member should put his/her report in the appropriate templates and submit it to the team chair **prior to the end of the visit**.

Report Writing Samples

Below are samples of completed sections of a Visiting Team Report. These samples are intended as a reference only for the amount and style of writing requested by MSA; however, we understand that each visit is unique and your report may require additional or fewer bullet points.

Sample #1

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

The Standard: A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health and safety requirements. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school **MEETS** this Standard for Accreditation.
	It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Emergency and crisis plans	X
Records of most recent health and safety inspections	X
Record of emergency drills	X
Emergency Procedures section of Faculty Handbook	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- The school has satisfactory written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school's facilities.
- Appropriate training is provided for all staff members on how to implement emergency and crisis plans, handle accidents and illnesses, and prevent the spread of infectious diseases.
- The school safely stores equipment and supplies.
- A system exists to account for the whereabouts of students at all times.
- The school conducts and maintains written records of regular emergency drills.
- Designated members of the staff inform faculty and families (as appropriate to maintain confidentiality) about students' health or physical needs as student self-disclosed.
- The school ensures that the staff is kept up–to-date on safety information and practices, including procedures to deal with individual student needs.
- Working relationships with local authorities and health service providers are positive and ongoing.
- The educational program includes opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.
- The school has an effective system to control access to the school by visitors and other non-school personnel.
- Staff members model positive health and safety practices.
- Safe drinking water is available throughout the day and/or evening for the staff and students.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- None at this time

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- None at this time

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

Sample #2

SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

The Standard: The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school's philosophy/mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school **MEETS** this Standard for Accreditation
	It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Strategic and/or long-range plan	
Development/institutional advancement plan	N/A
Enrollment plan	
Policies related to school improvement planning	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- The Action Plans are supported by the school community and approved by the governance where appropriate.
- The Action Plans will be reviewed periodically to determine the extent to which outcomes meet expectations so that corrective actions can be taken as needed.
- The school considers the capacities of its facilities, equipment, and staff before adopting new programs.
- The school has annual goals set by the state through the Unified Plan, but there is no long-term, multi-year strategic planning.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The school's Action Plans were developed with broad-based school community participation and input.
- The objectives are based on an analysis of historical data, baseline performance information, trend data, and projections.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Alignment of the state Unified Plan, the Action Plans, and a long-range multi-year strategic plan.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
3.5	The school can document its long-range planning for finances, facilities, and technology enhancement.	By the time of the Mid-Term Report, the school develop a long-range (5 year plan) to include: 1. Financial plan 2. Enrollment/Marketing Plan 3. Technology Plan

		4. Employment and Work Readiness Plan for the Population Served

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

Helpful Vocabulary for Report Writing

Words & Phrases for Observations and Commendations

support	provide	interacting	attempting
interest	give	implanting	teach
encouragement	instilling	supportive	noting
dedication	involve	maintain	tailoring
loyalty	recognize	permitting	enriching
love	acknowledge	insure	contributing
caring	addressing	identify	demonstrating
creating	employing	permeates	determining
nurture	integrating	conveys	expanding
guidance	updating	fosters	stimulate
instruction	executing	sustains	challenge
extending	devising	involving	committing
relating	solving	modeling	creating
effort	promoting	incorporating	characterizing
improve	utilize	translating	reinforcing
use of		the varied application of	
reaching out		staying abreast of	
correctly identifying		further enhancing the	
wholeheartedly seeking		putting into living practice the	
for setting		ongoing recognition of	
for promoting and developing		constant attempt to	
actively supporting		continually modeling	
tireless efforts in		acknowledging the need for	
for evidence of		addressing the role of	
for translating their		comprehending the problem of	
providing an abundance		successful execution of	
tailoring the needs of		continued effort to	
encouraging the development		promoting the exposure to	
contributing to the		its awareness of the importance of	
expanding the efforts for		developing and fostering the spirit of	

Words & Phrases for Recommendations and Stipulations

encourage	recognize	share	incorporate
review	intervene	target	continue
investigate	undertake	progress	designate
explore	assist	supplement	train
provide pursue	implement	acquire	catalogue
reconsider	reach	regards	erect
re-evaluate	impact	pace	demonstrate
identify	enforce	research	initiate
examine	seek	stress	facilitate
utilize	form	coordinate	enrich focus
formulate	adopt	generate	interact
expand	assess	share	formalize promote
enable	define	clarify	strive
develop	allot	update	
address	insure	place	

attempt to	undertake a study of
strive to	intensify efforts to
take steps to	initiate a plan for
study ways to	take the necessary steps
give consideration to	move in the direction of
make an effort to	specifically designate
provide funds for	update the purpose of
study the need for	pursue the idea of
give immediate consideration to	continue to update for
study the possibilities for	continue to further develop
carefully evaluate	target priorities for
move in the direction of	adjust necessary goals
direct efforts toward	develop a strategy for
study the inconsistency	address the issues of
make provisions for	take advantage of
the team concurs with	incorporate the tools of
develop a procedure to	recognize a need for
attempt to establish	encourage the development of
	the determination to take appropriate action for