2020 - A Vision for Learning

For Public Elementary, Middle, and High Schools
Objectives

- An overview of NEASC and CPS
- The 2020 Standards for Accreditation
- The 2020 Accreditation Process
An Overview of NEASC and CPS
NEASC

- is the oldest regional educational accrediting association
- includes 4 Commissions that accredit PreK – 16 schools
- accredits over 2,000 schools and colleges in six New England states and around the world
NEASC

- **CPS** Commission on Public Schools (PreK–12)
  - CPSS – Committee on Public Secondary Schools
  - CPEMS – Committee on Public Elementary and Middle Schools
  - CTCI – Committee on Technical and Career Institutions

- **CIE** Commission on International Education

- **CIS** Commission on Independent Schools

- **CIHE** Commission on Institutions of Higher Education
Accredits over 725 elementary, middle, high, and career and technical/vocational schools

Includes volunteer Commissioners from all six New England states

CPSS – 26 members
CPEMS – 6 members
CTCI – 9 members

Uses more than 1,200 volunteers each year
George Edwards
Director

Alyson Geary
Deputy Director

Kathy Montagano
Associate Director

Ned Gallagher
Associate Director

Bruce Sievers
Associate Director

Bill Werhli
Associate Director

Fran Kennedy
Associate Director
How did we get here?

- Solicited feedback from member schools
- Developed consensus among stakeholders
- Used a committee to redesign the Accreditation process
- Used a committee to draft the new 2020 Standards
2020 - A Vision for Learning

The Standards for Accreditation
2020 Standards for Accreditation

- Learning Culture
- Learning Support
- Professional Practices
- Learning Resources

Student Learning
# 2020 Standards for Accreditation

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>LEARNING CULTURE</th>
<th>Learning Culture promotes shared values and responsibility for achieving the school’s vision.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2</td>
<td>STUDENT LEARNING</td>
<td>Student Learning practices maximize the impact of learning for each student.</td>
</tr>
<tr>
<td>Standard 3</td>
<td>PROFESSIONAL PRACTICES</td>
<td>Professional Practices ensure that practices and structures are in place to support and improve student learning.</td>
</tr>
<tr>
<td>Standard 4</td>
<td>LEARNING SUPPORT</td>
<td>Learning Support ensures that the school has appropriate systems to support student learning and well-being.</td>
</tr>
<tr>
<td>Standard 5</td>
<td>LEARNING RESOURCES</td>
<td>Learning Resources ensure that the school has the resources necessary to meet the learning needs of all students.</td>
</tr>
</tbody>
</table>

5 Standards have replaced 7
Each Standard includes Principles of Effective Practice (Principles replace indicators in the former Standards)

Descriptors of Effective Practice describe what each Principle looks like in practice in a school

32 principles have replaced the previous 52 indicators
Standard 1 – Learning Culture

Principle 1

<table>
<thead>
<tr>
<th>PRINCIPLES of Effective Practice</th>
<th>DESCRIPTORS of Effective Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td><strong>The school community:</strong></td>
</tr>
</tbody>
</table>
| **The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.** | • provides a physically, emotionally, and intellectually safe environment for learners and adults  
• demonstrates a culture of learning focused on the strengths of both students and adults  
• creates policies and protocols to define and support respectful treatment of all members of the school community  
• ensures all learners are known and valued and have equitable access to a full range of school programs and services  
• identifies learning gaps and social disparities and develops programs and initiatives to address them  
• ensures individuality among all community members is a positive opportunity for extended learning and growth  
• actively emphasizes and strengthens understanding of, and commitment to, equity and diversity  
• supports a diversity of opinion and personal experience. |
Foundational Elements

- Each Standard contains Foundational Elements
- At a minimum, Accredited schools must align with each of the Foundational Elements
- Foundational Elements represent essential building blocks for each Standard
- Schools that are not yet aligned with the Foundational Elements are expected to prioritize work to ensure alignment with those Elements
Foundational Elements

- Safe Environment
- Intervention Strategies
- Vision of the Graduate, Core Values and Beliefs
- School Growth/Improvement Plan
- School Site and Plant
- Written Curriculum
Foundational Elements

<table>
<thead>
<tr>
<th>STANDARDS FOR ACCREDITATION</th>
<th>FOUNDATIONAL ELEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1</strong> LEARNING CULTURE</td>
<td>The school community provides a safe environment. The school has a written document describing its core values, beliefs about learning, and vision of the graduate.</td>
</tr>
<tr>
<td><strong>Standard 2</strong> STUDENT LEARNING</td>
<td>There is a written curriculum in a consistent format for all courses in all departments across the school.</td>
</tr>
<tr>
<td><strong>Standard 3</strong> PROFESSIONAL PRACTICES</td>
<td>The school has a current school improvement/growth plan.</td>
</tr>
<tr>
<td><strong>Standard 4</strong> LEARNING SUPPORT</td>
<td>The school has intervention strategies designed to support learners.</td>
</tr>
<tr>
<td><strong>Standard 5</strong> LEARNING RESOURCES</td>
<td>The school site and plant support the delivery of curriculum, programs, and services.</td>
</tr>
</tbody>
</table>
At your table, take the Standard to which you are assigned, read and discuss it with your group and answer the following questions on the chart paper provided:

- 3 quotes from the Principle that reflect research-based best practice
- 2 observations you have about the Standard (themes or key points)
- 1 (or more) questions you have about this Standard
Share what you found

- Each group shares their 3, 2, 1
  - 3 quotes from the Principle that reflect research-based best practice
  - 2 observations you have about the Standard (themes or key points)
  - 1 (or more) questions you have about this Standard

- What are your big takeaways about the 2020 Standards for Accreditation?
Key Themes in the 2020 Standards

- A Vision of the Graduate
- A Culture of Learning
- Growth Mindset
- Student Health and Well-Being
A Vision of the Graduate
A Vision of the Graduate

- What are some of the existing ways we define what a graduate should know and be able to do in schools?
- What do we want our students to know and be able to do?
The school has a vision of the graduate that includes the attainment of transferrable skills, knowledge, understandings and dispositions necessary for future success and provides feedback to learners and parents on each learner’s progress in achieving this vision.

Standard 2, Principle 1
"The point of school is not to get good at school. The point of school is transfer – being able to apply what is learned in school to new situations inside and especially outside of the classroom." -- Jay McTighe

Source - Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success, Arthur L. Costa, Bena Kallick
From a Culture of Teaching to a Culture of Learning
In a Culture of Learning . . .

- All students are learners
- The focus shifts to how learners learn rather than how teachers teach
- Learners have opportunities to make decisions about their learning
- Professional practices of educators are focused on how to support students
- Adults are also learners
Conditions for Learning: Beliefs vs. Practices

- Safe Learning Environment
- Personal Investment
- Real World Application
- Fun
- Relevance to Their Lives
- Social
- Interesting Questions
- Positive Learning Environment
- Real Audience
- Passion
- Teachers/Mentors
- Feedback
- Autonomy and Agency
- Challenging
- Cross-Disciplines
- Not Time Constrained
- Flow
Conditions for Learning: Beliefs vs. Practices

SAFE LEARNING ENVIRONMENT
PERSONAL INVESTMENT
REAL WORLD APPLICATION
FUN
RELEVANCE TO THEIR LIVES
SOCIAL
INTERESTING QUESTIONS
POSITIVE LEARNING ENVIRONMENT
REAL AUDIENCE
PASSION
TEACHERS/MENTORS
FEEDBACK
AUTONOMY AND AGENCY
CHALLENGING
CROSS-DISCIPLINES
NOT TIME CONSTRAINED
FLOW

VS.

SITTING IN ROWS
45/60/88 MINUTE BLOCKS
DISCRETE CURRICULUM
ONE SUBJECT AREA FOCUS
AGE GROUPED CO-LEARNERS
NO REAL WORLD APPLICATION
TEACHER CONTROLLED
SOMEONE ELSE’S QUESTIONS
STANDARDIZED ASSESSMENTS
EMPHASIS ON GRADES
CARROTS AND STICKS
NO CHOICE/NO AGENCY
LACK OF RELEVANCE
“HANDING IT IN”
LIMITED ACCESS

Attribution: Will Richardson
Students are active learners who have opportunities to lead their own learning.

Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.

Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

The school community’s professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
Developing a Growth Mindset
In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.”

– Carol Dweck
<table>
<thead>
<tr>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Something you are born with and static</td>
<td>Abilities</td>
</tr>
<tr>
<td></td>
<td>✓ Can be developed</td>
</tr>
<tr>
<td>✓ To be avoid because it could reveal a</td>
<td>Challenges</td>
</tr>
<tr>
<td>lack</td>
<td>✓ To be embraced as an opportunity to grow</td>
</tr>
<tr>
<td>✓ Fruitless or worse</td>
<td>Effort</td>
</tr>
<tr>
<td></td>
<td>✓ A path to mastery</td>
</tr>
<tr>
<td>✓ Become defensive</td>
<td>Feedback</td>
</tr>
<tr>
<td></td>
<td>✓ To learn from and identify areas for improvement</td>
</tr>
<tr>
<td>✓ A threat</td>
<td>Success of Others</td>
</tr>
<tr>
<td></td>
<td>✓ Lessons and Inspiration</td>
</tr>
</tbody>
</table>
The school’s culture promotes intellectual risk taking and personal and professional growth.  

Standard 1, Principle 5

Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support learning.

Standard 2, Principle 8

The school community’s professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation and reflection.

Standard 1, Principle 4

The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school’s core values, beliefs about learning, and vision of the graduate.

Standard 3, Principle 1
Student Health and Well-Being
Making the Connection: Health Risk Behaviors and Academic Grades

Data from the 2015 National Youth Risk Behavior Survey (YRBS) show that students with higher grades are less likely than their peers with lower grades to participate in certain risk behaviors. It is important to remember that these associations do not prove causation. School health professionals, school officials, and other decision makers can use this fact sheet to better understand the associations between grades and these behaviors, and they can use this information to develop and reinforce policies and practices that help those students who are at highest risk.

Key findings

Compared to students with lower grades, students with higher grades are

<table>
<thead>
<tr>
<th>more likely to:</th>
<th>less likely to:</th>
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<tbody>
<tr>
<td>Engage in physical activity for at least 60 minutes per day on at least 5 days.</td>
<td>Currently use electronic vapor products.</td>
</tr>
<tr>
<td></td>
<td>Drink alcohol before the age of 13 years.</td>
</tr>
<tr>
<td></td>
<td>Have ever used marijuana.</td>
</tr>
<tr>
<td></td>
<td>Be involved in a physical fight.</td>
</tr>
<tr>
<td></td>
<td>Be currently sexually active.</td>
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Downloaded from the Center for Disease Control and Prevention website on 9/27/2017:
https://www.cdc.gov/healthyyouth/health_and_academics/
The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.

Standard 1, Principle 3

All students receive appropriate intervention strategies to support their academic, social, and emotional success.

Standard 4, Principle 1

The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Standard 5, Principle 5
Assessing Alignment to the Standards for Accreditation
# Foundational Elements Rubric

Elements will be assessed at the Collaborative Conference visit

<table>
<thead>
<tr>
<th>Standard and Foundational Element</th>
<th>Criteria necessary to meet the Foundational Element</th>
<th>Does the school meet the Foundational Element as based on the school's written narrative?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEETS:</strong> All criteria of the Foundational Element are evident in the school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DOES NOT MEET:</strong> Some criteria of the Foundational Element are not yet evident in the school.</td>
<td></td>
<td></td>
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1.1a The school community provides a safe environment.  
The school community deliberately builds and maintains a physically safe environment for learners and adults. The school community maintains policies and processes to ensure the safety of learners and adults.

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## Principles of Effective Practice Rubric

- A continuum of implementation for Principles of Effective Practice
- School assesses itself in the Self-Reflection
- Decennial Accreditation team assesses alignment to Principles

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<th>Initiating “Thinking About It”</th>
<th>Developing “Working on It”</th>
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<td>Some elements of the Principle are in place and the school has developed plans and timelines for full implementation.</td>
<td>All elements of the Principle are firmly in place in the school. Organizations or systems have been formed to support and sustain these practices.</td>
<td>The Principle is driving innovative and transformative practices to achieve the school’s vision of the graduate.</td>
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Principles of Effective Practice Rubric

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Self-Reflection
Principles of Effective Practice Rubric

- A continuum of implementation for Principles of Effective Practice
- School assesses itself in the Self-Reflection
- Decennial Accreditation team assesses alignment to Principles

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Self-Reflection → Decennial Visit
A continuum of implementation for Principles of Effective Practice

School assesses itself in the Self-Reflection

Decennial Accreditation team assesses alignment to Principles

- Not yet Evident: Elements of the Principle are not yet evident in the school.
- Initiating “Thinking About It”: The ideas or concepts in the Principle are being considered by the school community, but not yet in action.
- Developing “Working on It”: Some elements of the Principle are in place and the school has developed plans and timelines for full implementation.
- Implementing “Living It”: All elements of the Principle are firmly in place in the school. Organizations or systems have been formed to support and sustain these practices.
- Transforming “Shifting the Paradigm”: The Principle is driving innovative and transformative practices to achieve the school’s vision of the graduate.

Self-Reflection > Decennial Visit > Three-Year Report
2020 - A Vision for Learning

The Accreditation Process
New Accreditation Process

1. Provides opportunities for more sustained work with CPS over time
   - Differentiates the use of faculty members

2. Uses existing artifacts as evidence
   - Encourages integration of school/district priorities

3. Uses smaller visiting teams/cost less
   - Provides fewer overall recommendations that focus on stated areas for growth
• Preparation for the decennial visit begins 3 years before the Decennial Accreditation visit

• The Decennial cycle begins in the fall 2017 or spring 2018

• School spends 2–6 months on the Self-Reflection, develops and implements a school growth plan embedded in its current school improvement efforts prior to its Decennial Accreditation visit
The Ten-Year Cycle

- New cycle begins
- Progress updates
- New/revised Growth Plan
- Decennial visit
- Development and Implementation of Growth Plan
- Collaborative conference/visit
- Self-Reflection
Accreditation Steering Committee

- Guides oversight of the 3 year Accreditation process
Self-Reflection Committee

- determines the extent to which the school is aligned to the Standards for Accreditation through a reflective process based on evidence
School Self-Reflection
The Self-Reflection evaluates the school’s alignment to the Standards for Accreditation bases on evidence.

The Self-Reflection should take 2–6 months.

The Self-Reflection process and related data collection informs the school’s plan for growth.
Survey is required for parents, students, and faculty members

Based on the 2020 Standards for Accreditation

Provided free of charge from NEASC

Can be repeated annually or at any time the school desires
Elements of the Self-Reflection

- Part 1 – Look Back
- Part 2 – Current Conditions based on the Principles in the Standards
- Part 3 – Capacity for Continuous Growth as a Learning Organization
- Part 4 – Goals and Vision for the Future
- Part 5 – Priority Areas for School Growth Plan
Activity

- Turn to page 4 of the overview.
- With a partner review the 5 steps
  - What clarifying questions do you have?
  - What might the completion of step 2 look like in your school?
  - What existing evidence could you use to determine your school’s alignment to the Principles?
Part 1 – Look Back

- Provide a brief look back at recent milestones, improvements, and existing priorities for the school.
  - What goals has the school prioritized over the past 3–5 years?
  - From a whole-school perspective, what is the faculty/school most proud of? What are they most concerned about?
  - What has changed or improved related to the Standards for Accreditation since the last Decennial Accreditation Visit?
Part 2 – Current Conditions

- Assess and review the school’s current alignment to each Principle of Effective Practice in the Standards
  - Collect evidence to help in this assessment
  - Determine the school’s strengths and areas for growth in each Standard
  - Include the faculty in providing evidence and giving feedback
Principle 1.4 – The school community’s professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.

Possible evidence to consider
• agendas of faculty meetings, professional development sessions, collaborative time, or workshops that educators have been involved in that support continuous improvement
• minutes of meetings, such as a data team or other groups that analyze data
• agendas and minutes from collaborative meetings, such as professional learning community (PLC) or other professional group meetings
• current research that has been read and/or implemented by the faculty
• other evidence/examples that demonstrate the school’s alignment to this Principle
Part 3 – Capacity for Growth

- Evaluate the school’s capacity for continuous growth and improvement as a learning organization
  - What structures are in place in the school to support the school’s organizational learning and continuous growth?
  - How does the culture of the school promote continuous growth and learning for both adults and students?
Part 4 – Goals and Vision

Based on the school’s vision of the graduate, describe the school’s short-term and long-term vision and goals

◦ What goals does the school have for the next three to five years?

◦ How do the school’s priorities impact the learning and well-being outcomes for students?

◦ What district priorities/initiatives is the school responsible for?
Part 5 – Developing Priority Areas

- Based on the findings of the Self-Reflection Report, develop priority areas for growth
  - Three to five priorities should be identified
    - at least one priority must relate to teaching and learning
  - Each priority area should improve the school’s alignment with the Standards
  - Priority areas can dovetail with existing school and district initiatives
Role of the Faculty in Accreditation

1. Participate in faculty discussions about alignment to the Standards

2. Provide evidence and feedback as needed for the Steering and Self-Reflection committees

3. Review and approve Part 2 of the Self-Reflection Report
Role of the Faculty in Accreditation

- Provide input into school-wide areas for growth
- Participate in the Collaborative Conference and Decennial Accreditation visits
- Provide input into the NEASC Growth Plan and participate in its implementation
Use as a tool throughout the Accreditation process

- Write/upload the School Self–Reflection report and the Summary Report Upload/link pertinent evidence electronically into the portal
Collaborative Conference Visit
Purpose of the Collaborative Conference Visit

- Review the Self–Reflection findings and gather information about current conditions in the school
  - Verify alignment to Foundational Elements
  - Ensure the identified Priority Areas reflect goals that have an impact on student learning
  - Ensure there are no obvious omissions or other needed improvement areas to align to the Standards
Collaborative Conference team will consist of 2 - 4 visitors representing CPS.

Conference is 2 days and activities will include a school tour, classroom visits, and meetings with various stakeholders.

Schools will be asked to suggest several dates within a 5-week window in the spring or the fall.
Collaborative Conference Visit

Day 1
- School tour
- Meeting with the Self-Reflection committee
- Meetings with stakeholders
- Classroom observations

Day 2
- Team debrief and writing time
- Additional meetings as necessary
- Team debrief with the principal
The report includes

- a review of the conclusions in the Self-Reflection as well as observations from the visit
- an assessment of the school’s alignment with Foundational Elements
- comments on the identified priority areas for the school growth plan
School Growth Plan
School Growth Plan

- The purpose is for the school to outline a vision for continuous improvement

- The plan includes
  - priority areas identified by the school through the Self-Reflection
  - can also include school or district initiatives
  - alignment to the Standards

- The plan can be similar to or integrated into an existing school improvement plan
The school leadership team is responsible for the growth plan.

The faculty should be provided an opportunity to give input on the proposed plan.

The school has 18 months for initial implementation of their plan.
School Summary Report

- In preparation for the Decennial Accreditation visit, the school will develop a Summary Report
  - The report includes data and evidence to document the school’s achievement of the goals in the School Growth Plan
  - The report can be prepared by school leadership and the Steering Committee or a separate committee can be formed for this purpose
Decennial Accreditation Visit
Decennial Visit – Goals

1. Assess the implementation of the school growth plan and provide targeted recommendations

2. Assess the school’s alignment to the Principles of Effective Practice

3. Ensure the school has the capacity to be an effective learning organization
Decennial Visit – Details

- In general, Decennial visit teams will be 6–8 visitors for 3–4 days
- Size of the team and length of the visit is determined by the size of the school and the scope of the growth plan
- No requirement for teacher interviews on Sunday
- The primary purpose will be to observe teaching and learning throughout the school
The report

- is shorter and more targeted than previous decennial reports
- contains detailed feedback on
  - elements of the school growth plan,
  - the school’s capacity for continual improvement
  - an assessment of each Principle
Reflection and Re-evaluation
Accreditation Decision

- The Commission on Public Schools will review the Decennial Report and decide on continued Accreditation for the school.
Revised Growth Plan

- Revise the growth plan within one year of the Decennial Visit
- Take into consideration the recommendations received in the Decennial Report
- Submit the revised plan to CPS for review and comment
Follow-Up Reports

- The school will report on the major recommendations from the Decennial visit and the implementation of the revised growth plan three years and six years after the submission of the plan.
Ten-Year Cycle

New cycle begins

Progress updates

New/revised Growth Plan

Decennial visit

Self-Reflection

Collaborative conference/visit

Development and Implementation of Growth Plan
Looking Ahead

- Develop your vision of the graduate
  - Use to inform curriculum, instruction, assessment, and decision-making

- Build your school’s capacity for growth
  - Expand teacher collaboration
  - Use reflection as an ongoing practice
  - Use evidence to inform practice

- Build common understandings of the 2020 Standards for Accreditation
  - Use the "look-fors" attached to the Student Work Cover Sheet (on the 2020 Materials page)
Summary
Standards for Accreditation

- 52 Indicators have been replaced by 32 Principles
  - Principles focus on the “what” not the “how”

- New Themes
  - A Vision of the Graduate
  - A Culture of Learning
  - Growth Mindset
  - Student Health and Well-being
Accreditation Process

- There is greater flexibility for how schools navigate the Accreditation process.
  - Schools are no longer required to assign all staff to a Standard Committee
- The Self-Reflection process has been streamlined to 2–6 months
- A Collaborative Conference visit has been added
- Schools are now required to develop a growth plan
- Decennial Accreditation visiting teams will be smaller and tailored to meet the needs of the school
Please refer to our website for updated materials and new information

https://cpss.neasc.org/process/2020-information

- Self-Reflection guide
- Accreditation handbook
- Standards document
- Rubrics
NEASC Annual Meeting and Conference
December 13-15, 2017

CSSR/NEASC
Student-Centered Secondary Schools Showcase
February 14-16, 2018
San Diego, CA
Thank you!

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