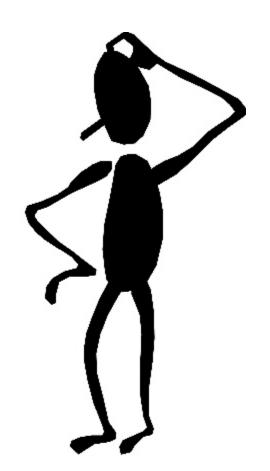
Getting Organized

Preparing for Self-Study



What will you learn from this module?



- How to organize for self-study.
- Roles and responsibilities of the key players.
- Who your stakeholders are.
- Possible organizational structures for completing the self-study.
- How to communicate your progress to your school community.



Getting Started

- Typically the self-study process is led by Internal Coordinators who work with a Planning Team composed of representative stakeholders.
- The Principal/Head of School guides the selection of these key players in the self-study process.
- These individuals should be appointed or selected based on their interest, their role in the organization, and/or their special expertise.



Role of the Internal Coordinators

Sample Job Description can be found in "Accreditation Resources" on website

- Coordinate and communicate the components of the Self-Study.
- Facilitate the work of the Planning Team.
- Oversee planning and preparation for the Team Visit.
- Provide the energy, enthusiasm, and expertise to move the process forward.
- Serve for a pre-determined length of time.

MSA-CESS recommends appointing at least two Internal Coordinators.



The Planning Team

Sample Planning Team Compositions can be found in "Accreditation Resources" on website

- Cross section representation of school community of stakeholders.
- Team size depends on a variety of factors.





Who are Stakeholders?

Individuals or groups that have a vested interest in the future of the school.





Who are Stakeholders?

- Administration
- Faculty & Professional Staff
- Support Staff
- Students
- Advisory Board
- Governing Body

- Parents/Families
- Local Government Officials
- Community/ Business
 Partners
- Alumni
- Other (according to context of the school)



Choose Stakeholders Strategically!

Choose stakeholders who are engaged in your school and have a strong interest in its success. This **promotes cohesion** among school community members and **provides support** for continuous school improvement.





Role of the Planning Team

Sample Job Description can be found in "Accreditation Resources" on website

- Completes the self-study template.
 - Contributes to developing/reviewing/revising the school's
 Foundation Documents [Mission, Beliefs, Profile of Graduates].
 - Gathers information about the school and student performance.
 - Communicates with stakeholders and solicits input, including standards surveys.
 - Oversees the development of objectives and the school improvement plan.



Role of the Planning Team

Sample Job Description can be found in "Accreditation Resources" on website

Planning Team remains intact after Team Visit to oversee implementation of the Plan for Growth and Improvement [the school's chosen objectives and action plans].

- Conduct Periodic Reviews of the Plan.
 - Analysis of progress
 - Review and Revise Action Plans as needed
 - Maintain communication and awareness activities



^{*}Periodic Review Template available in "Accreditation Resources" on website

Planning Team Operation

The Team:

- sets meeting schedules and agendas.
- maintains minutes from meetings.
- sets terms of membership and plans for succession.
- makes decisions by consensus.

A key characteristic of a successful Planning Team is that all voices are equal.



Role of the School Leadership

- Serves as a member of the Planning Team.
- Is "one voice among equals".
- Supports and facilitates the self-study process.
 - Assures necessary resources are available.
- Champions the Plan for Growth and Improvement.



Role of the Governance

- May serve on Planning Team.
- Approves and supports the accreditation process.
- Knowledgeable about the Plan for Growth and Improvement.
- Integrates Plan for Growth and Improvement into school/system strategic plan.



Possible Structures for Getting the Work Done

The Planning Team may create/use:

- Committees for Standards.
- Committees for Descriptive Summaries.
- Committees for Curricular Areas.
- Action Teams.
- Implementation Teams.
- External Facilitator.
 - * Full descriptions of these options are explained at the Organizing for Self-Study workshop.



Plan for Communication and Awareness

- How will the Planning Team keep stakeholders informed of the self-study process and implementation of the school improvement plan?
 - Website
 - Newsletter
 - Social Media
 - Presentations
 - Press Releases
 - Community social gatherings
 - Surveying







2 Keys for success:

- Attend an Organizing for Self-Study workshop.
 - These workshops are offered free of charge at the MSA Office in Philadelphia and other regional sites. For a full list of workshops please visit <u>www.msa-cess.org</u>.
- Nominate members of your Planning Team to serve on MSA Visiting Teams to other schools
 - Our volunteers tell us this is the best way to prepare for your own visit.
 - You can do this by updating the Volunteer section of your school's profile on the MSA-CESS website or contacting volunteer services [Irene Raatzs, iraatzs@msa-cess.org].



Summary

The purpose of this module was to explain how to organize for the self-study process and to identify the key players.

At this point you should understand:

- How to select the key players in the self-study process.
- Roles and responsibilities of the Internal Coordinators, the Planning Team, the school leadership and the school governance.
- Who your stakeholders are, how to engage them, and how to keep them apprised of progress.
- Possible ways of organizing to complete the self-study



The full sequence of training modules are available at www.msa-cess.org

Starting the Accreditation Process

Steps to Accreditation

Selection of Protocol

Getting Started

Foundation Documents

Self Assessment of Standards

Self Assessment of Curriculum, Instruction, and Assessments

Improvement Planning – Objectives

Improvement Planning – Action Plans

Preparing and Hosting a Visiting Team

After the Visit

