

Commendations and Recommendations Examples

See Appendix A in the Chair Team Member Handbook for more detailed instruction.

Commendation Examples:

Example #1

All students and faculty have access to an exceptional collection of media and information resources at the SCS campus, enhancing student research and instruction by faculty. (Indicator 5.11)

Students and faculty have access to a wide range of up-to-date materials and resources through the two on-site media centers as well as online resources, both free and subscription based. With the use of their SCS ID card, students are also able to access nearby college library materials. Sufficient qualified personnel are retained to provide the necessary training and assistance of materials and resources. (Media center observations and interviews with student and staff.)

Example #2

SCS has developed a robust system of assessing its expected student outcomes and using the information gained from those assessments to improve the overall school program as well as ensuring that individual students make annual gains on the attainment of those outcomes. (Indicator 5.8, 7.8)

Through a schoolwide effort over the past five years, the faculty of SCS has developed and tracked progress of its students on the expected student outcomes by linking key assessments to its curriculum. Faculty are invested in making sure that individual students satisfactorily complete the key assessments in each grade level before moving to the next. Data from these assessments' influences program improvements. (Staff and administrator interviews, Self-study Standard 5, pg. 57)

Recommendation Examples:

Example #1

Create a curriculum review process that details what possible factors, changes, and revisions will be considered throughout the process and outlines a regular schedule for evaluating each subject area. (Indicator 5.2)

SCS changes its curriculum in response to course evaluation comments and teacher input when items need correction in the course maps but those are not enough for a systematic curriculum review process. A thorough process requires all teachers in a department to regularly evaluate the subject area for changes in curricular thought, pedagogy, technology, and content. This review may result in changes in materials, course redesign, scope and sequence, or even the addition or removal of courses. (Interviews with teachers and administrators as well as a review of policies in the faculty/staff handbook.)

Example #2

Develop a formal teacher evaluation process with which to conduct annual reviews to promote improved teacher effectiveness in the classroom. (Indicator 4.9)

A system of teacher evaluation must be in place which includes indicators that describe not only the teaching that occurs in the classroom but also the behind-the-scenes work of planning, professional development, communicating with families, and participating in a professional community. Post observation conferences help instructors identify areas of strengths and weaknesses which can be incorporated in the Individual Professional Development Plan for faculty. (Staff handbook, teacher, Self-study Section 4, administrator and teacher interviews.)