

# Accountability of Student Life & CEASD

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# Group Discussion

- ▶ What should be the goal of Student Life (Residential & After School)?
- ▶ What is accountability?
- ▶ How does school (classroom) teachers know what to teach or know what students are supposed to learn?
- ▶ As Student Life staff, how do you know what you are supposed to do with students after school or in dorm/cottage?

CEASD Standard 11 is our guidelines!

# Introduction - Fern Reisinger

- ▶ 20 years in Student Life
- ▶ Assistant Superintendent at WPSD
- ▶ Director of Education at ASD
- ▶ Director of Outreach Education and Special Projects at ASD
- ▶ Total of over 35+ years of service at Deaf schools
- ▶ Presented at numerous of workshops
- ▶ Involved with CEASD and is currently Accreditation Assistant

# CEASD

- ▶ CEASD Accreditation
  - ▶ Standard 11
- ▶ CEASD Dormitory Certificate

# What is CEASD Accreditation?

- ▶ CEASD accreditation is designed for schools that adhere to a set of educational standards. The accreditation process is a means to effectively drive student performance and continuous improvement in the education of students who are deaf and hard of hearing.
- ▶ CEASD accreditation examines the whole school-the school programs, the residential programs, the support services, the auxiliary services, the cultural context, and the community of stakeholders - to determine how well the parts work together to meet the needs of students.

# CEASD Accreditation

- ▶ *Foundational Standards:* Standards addressing best practices in the components of a school that provide the *foundations* for quality in the education program, services, and results in terms of student learning.
  - ▶ Standard 1: Philosophy/Mission
  - ▶ Standard 2: Governance and Leadership
  - ▶ Standard 3: School Improvement Planning and Viability
  - ▶ Standard 4: Finances
  - ▶ Standard 5: Facilities
  - ▶ Standard 6: School Climate and Organization

# CEASD Accreditation Cont'd

- ▶ *Operational Standards:* Standards addressing best practices in delivering the education program, services, and activities to the students.
  - ▶ Standard 7: Health and Safety
  - ▶ Standard 8: Educational Program
  - ▶ Standard 9: Assessment and Evidence of Student Learning
  - ▶ Standard 10: Student Services
  - ▶ **Standard 11: Student Life, Student Activities, and Residential Living**
  - ▶ Standard 12: Learning Resources and Information Technology



# Standard 11

Standard: The school provides access to non-discriminatory student activities that are age-and developmentally appropriate to supplement the educational program. A balance of academic, social, athletic, co-or extra-curricular service activities is maintained. Student activities are selected to foster intellectual, cultural, and social growth as well as physical health and wellness. Student activities provide opportunities for student leadership and social interaction and encourage development of student interests. These activities are adequately financed, periodically reviewed by stakeholders, managed by school governance and leadership, and appropriate to the school's philosophy/mission.

# Standard 11 Cont'd

Indicators for all schools:

- ▶ 11.1 Students are offered opportunities to build their skills in handling responsibility, taking initiative, leadership competencies, respect for all differences, cooperation, and self-direction through athletics and student life activities.
- ▶ 11.2 Students, staff, families, and the community are encouraged to offer input about and participate in student activities.
- ▶ 11.3 Staff members, parents, and other volunteers who lead or participate in student activities are approved by the school's leadership, suitably qualified, and provide appropriate supervision to students.
- ▶ 11.4 The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways.
- ▶ 11.5 Relationships among staff, volunteers, and students demonstrate respect, fairness, and understanding.
- ▶ 11.6 To better understand the cultural and diverse backgrounds of children, families, staff and the community, the school holds community cultural events, activities, or other events and performances that include staff, families and children.

# Standard 11 Cont'd

Indicators for schools with residential programs:

- ▶ 11.7 The school assists students to develop healthy relationships with adults in loco parentis and with other students.
- ▶ 11.8 Provisions for student privacy, recreation, and religious practice are appropriate.
- ▶ 11.9 Continuous and responsible supervision by qualified adults is provided for residential students, including evenings, weekends, and periods when classes are not in session.
- ▶ 11.10 Opportunities for school and residential staff to work together are provided.
- ▶ 11.11 Rules and policies governing residential life, privileges and discipline are published so that staff, students and parents know about them.

# CEASD Dormitory Certificate

▶ [www.ceasd.org](http://www.ceasd.org)

▶ Why is it important?

## Conference of Educational Administrators Serving the Deaf, Inc. Dormitory Counselors Certification Application

\_\_\_\_\_  
Last Name, First Name, Middle Initial Date: \_\_\_\_\_

\_\_\_\_\_  
Permanent Address

\_\_\_\_\_  
Present Address

\_\_\_\_\_  
Email Address

### I wish to be considered as an applicant for:

Permanent Certificate A \_\_\_ Temporary Certificate A (*less than one year of work experience*) \_\_\_

Permanent Certificate B \_\_\_ Temporary Certificate B (*less than two years of work experience*) \_\_\_

Permanent Certificate C \_\_\_ Temporary Certificate C (*less than three years of work experience*) \_\_\_

High School Attended: \_\_\_\_\_  
Name

\_\_\_\_\_ Address Year Graduated: \_\_\_\_\_

Employing School: \_\_\_\_\_

Address: \_\_\_\_\_

Your Title: \_\_\_\_\_ Name of Supervisor: \_\_\_\_\_

Total Time Employed at Current Position: Years \_\_\_\_\_ Months: \_\_\_\_\_

Specific Job Duties: \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

### (For office use only)

Permanent Certificate A \_\_\_ B \_\_\_ C \_\_\_ Temporary Certificate A \_\_\_ B \_\_\_ C \_\_\_ Payment Received \_\_\_

\_\_\_\_\_  
*Secretary, Certification Committee*

### Checklist: Please check to be sure you have included the following:

1. Letter(s) of recommendation;
2. High School and/or college transcripts;
3. Check for \$5, made out to CEASD Dorm Certification; and
4. Evidence of CEUs or workshop attendance.

Complete application below and mail it with the above documentation to: CEASD, P.O. Box 116, Washington Grove, MD 20880.

Contact: [ceasd@ceasd.org](mailto:ceasd@ceasd.org)

# CEASD Dormitory Certificate

- ▶ SLS\CEASD\Forms\Application with requirements-Dorm Counselor -Effective Date: 7/1/83 -Revised: 6/3/19

## Class C Certificate

- ▶ To be eligible for the Class C certificate, the following requirements must be met:
- ▶ 1. Minimum education requirements: Diploma from a high school or a school for the deaf. (Passing the General Educational Development Test and securing a certificate of high school equivalency is acceptable.)
- ▶ 2. College and/or CEU requirements: Three college credit semester hours (45 clock hours) or 4.5 CEUs in the areas of psychological, physiological, social, and intellectual development of children.
- ▶ 3. Communication with the deaf: Three college credit semester hours (45 clock hours) or 4.5 CEUs. This may be met by completing regular college courses in this subject or participating in duly organized and approved workshops\*.
- ▶ 4. Work experience: Three years of successful experience as a dormitory counselor is required for a permanent certificate. (A temporary certificate may be granted following course work or CEUs and before experience is completed.)

# CEASD Dormitory Certificate

## Class B Certificate

- ▶ To be eligible for the Class B certificate, the following requirements must be met:
- ▶ 1. Minimum education requirements: Two years, or 60 college credit semester hours, of college work.
- ▶ 2. College and/or CEU requirements: Nine college credit semester hours (90 clock hours) or 9.0 CEUs in the areas of psychological, physiological, social, and intellectual development of children or related course work in education or child development.
- ▶ 3. Activities and recreation for the deaf: Three college credit semester hours (45 clock hours) or 4.5 CEUs. This may be met by completing regular college courses in this subject or participating in duly organized and approved workshops\*.
- ▶ 4. Communication with the deaf: Three college credit semester hours (45 clock hours) or 4.5 CEUs. This may be met by completing regular college courses in this subject or participating in duly organized and approved workshops\*.
- ▶ 5. Work experience: Two years of successful experience as a dormitory counselor is required for a permanent certificate. (A temporary certificate may be granted following course work or CEUs and before experience is completed.)
- ▶ 6. All candidates must be of good moral character.

# CEASD Dormitory Certificate

## Class A Certificate

- ▶ To be eligible for the Class A certificate, the following requirements must be met:
- ▶ 1. Minimum education requirements: Bachelor's degree.
- ▶ 2. College and/or CEU requirements: Nine college credit semester hours (135 clock hours) or 13.5 CEUs in the areas of psychological, physiological, social, and intellectual development of children.
- ▶ 3. Activities and recreation for the deaf: Three college credit semester hours (45 clock hours) or 4.5 CEUs. This may be met by completing regular college courses in this subject or participating in duly organized and approved workshops\*.
- ▶ 4. Communication with the deaf: Three college credit semester hours (45 clock hours) or 4.5 CEUs. This may be met by completing regular college courses in this subject or participating in duly organized and approved workshops\*.
- ▶ 5. Work experience: One year of successful experience as a dormitory counselor with the deaf is required for a standard certificate.
- ▶ 6. All candidates must be of good moral character

# Wrap-Up

- ▶ Use CEASD Standard 11 as our guideline.
- ▶ Take the time to become familiar with it.
- ▶ Go back to your school and share with your team.
  - ▶ Discuss on how team will accomplish those standards
- ▶ Hold your team accountability
  - ▶ Accountability builds Trust
  - ▶ Accountability improves performance
  - ▶ Accountability promotes ownership
  - ▶ Accountability inspires confidence



Questions?