



Specialized Education Program  
Certification Report

# CERTIFICATION REPORT

The Certification Report is a combination of two reports—the institution self-study report and visit team site visit report. The purpose of these reports is to:

1. Conduct a self-study by the institution to determine the effectiveness of the specialized education program integration in the school.
2. Validate the completion and accuracy of the institution’s self-study by an external visiting team and provide feedback to assist the institution in their specialized education program efforts.
3. Verify that the institution meets the Array Global standards for the specialized education program integration.

## Instructions for Self-Study

The steps the institution should take to prepare for the certification visit are:

### **STEP 1 CREATE A SELF-STUDY COMMITTEE**

If possible, six months prior to the institution’s certification visit, the institution should create a Self-Study Committee and include administration, parents, and representatives from each grade level. Responsibility for completing the different sections in this self-study should be divided among the team members. The self-study should represent the Self-Study Committee’s collective work and findings; it should not be the work of one or two individuals.

### **STEP 2 CONDUCT THE SELF-STUDY**

The Self-Study Committee reviews the indicators in each standard and gives a rating based on the rating framework. The Committee must be completely transparent in rating the institution to ensure that the self-study process is being followed.

The completed self-study will be submitted to the Visit Team Chair one-month prior to the certification visit.

### **STEP 3 GATHER ITEMS OF EVIDENCE**

Evidence is documentation or items that substantiate the Self-Study Committee’s rating for each indicator. The Committee will gather items of evidence for each indicator and organize them electronically in a separate folder for each standard. Items of evidence should be in English for

international schools and in the native language for national schools. The institution should ensure that the items of evidence are embedded into the institution program and used to provide a quality program. Items of evidence should not be simply copied and considered as adopted by the institution. The electronic folders containing items of evidence will be reviewed prior to and during the institution's full accreditation visit, but are also for the institution's ongoing use to aid in the institution's improvement process.

Items of evidence may apply to more than one indicator. In these instances, include the items of evidence for the first indicator and for other indicators, indicate where the items of evidence are first included.

All items of evidence will be submitted digitally (preferably through Google Drive or OneDrive) to the Visit Team Chair one-month prior to the full accreditation visit.

## **STEP 5 HOST THE SITE VISIT**

The self-study, along with the items of evidence, will be used by the visit certification team to evaluate and validate the institution's self-study, and to assist in verifying whether the institution meets the Array Global standards for the Specialized Education Program Certification.

## Self- Study Information

COMMITTEE (to be completed by the institution)	
COMMITTEE MEMBER:	
JOB TITLE:	
COMMITTEE MEMBER:	
JOB TITLE:	
COMMITTEE MEMBER:	
JOB TITLE:	
COMMITTEE MEMBER:	
JOB TITLE:	

INSTITUTION DESCRIPTION (to be completed by the institution)

## Site Visit Information

VISIT TEAM <small>(to be completed by the visit team)</small>	
DATE OF SITE VISIT:	
VISIT TEAM CHAIR: JOB TITLE: EMAIL:	
VISIT TEAM MEMBER: JOB TITLE:	
VISIT TEAM MEMBER: JOB TITLE:	

## Rating Framework

The rating framework is based on a four-point scale and is used to evaluate each indicator. These definitions are to be used to determine the correct rating for each indicator.

<b>4 - EXEMPLARY</b>	<p>All components of the indicator are fully met and are fully integrated throughout the institution.</p> <p>The institution is exemplary in the indicator and goes above and beyond what is expected.</p> <p>The institution should be recognized for the exemplary work and receive a Commendation.</p>
<b>3 - ACCOMPLISHED</b>	<p>Most components of the indicator are mostly met and are fully integrated throughout the institution.</p> <p>The institution is accomplished in the indicator and meets the minimum requirement.</p>
<b>2 - DEVELOPING</b>	<p>Some components of the indicator are met.</p> <p>The institution is in the process of developing a plan to meet the expectations of the indicator.</p>
<b>1 - EXPLORATORY</b>	<p>Few or none of components of the indicator are met.</p> <p>The institution is exploring plan development to meet the expectations of the indicator.</p> <p>The institution will be required to make the indicator an Area for Continuous Improvement and report to Array Global on their progress.</p>

## Standard 1 Institution

The institution must be well equipped to inaugurate and maintain a specialized curriculum. Support of the total staff and other stakeholders will help assure the success of the specialized program. All of the programs of the school must recognize and include specific activities that embody the concepts of the specialized program.

- 1.1** The school has an established a widely promoted and advertised mission statement which shows how the specialized program integrates with the entire institution.

<b>SELF-STUDY</b> (completed by the institution)	<b>SITE VISIT</b> (completed by the visit team)
RATING:	RATING:
LIST ITEMS OF EVIDENCE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ITEMS OF EVIDENCE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
COMMENTS:	COMMENTS:

**1.2** The school administration supports the program learning outcomes by providing collaboration and professional development opportunities for teachers and staff members.

<b>SELF-STUDY</b> (completed by the institution)	<b>SITE VISIT</b> (completed by the visit team)
RATING:	RATING:
LIST ITEMS OF EVIDENCE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ITEMS OF EVIDENCE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
COMMENTS:	COMMENTS:

**1.3** The school administration develops a master schedule which promotes cross-curricular integration, project-based and hands-on learning experiences, and explicit integration of the specialized program.

<b>SELF-STUDY</b> (completed by the institution)	<b>SITE VISIT</b> (completed by the visit team)
RATING:	RATING:
LIST ITEMS OF EVIDENCE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ITEMS OF EVIDENCE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
COMMENTS:	COMMENTS:

**1.4** The school administration develops a short and long-term budget plan to allocate funding for the program-focused activities throughout the school.

<b>SELF-STUDY</b> (completed by the institution)	<b>SITE VISIT</b> (completed by the visit team)
RATING:	RATING:
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COMMENTS:	COMMENTS:

## Standard 2 Instruction

The specialized program is unique in its design and follow-through with the curriculum and staff. The specialized program must be in line with the school's mission and the program must enhance that mission. Staff members must be trained and monitored in the specialized program design and teaching strategies.

**2.1** The staff demonstrates proficiency in meeting the school's mission and supports the program-focused learning outcomes.

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RATING:	RATING:
LIST ITEMS OF EVIDENCE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ITEMS OF EVIDENCE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
COMMENTS:	COMMENTS:

**2.2** A clear scope and sequence of specialized program instruction is clearly outlined, which demonstrates vertical alignment within grade levels and across grade levels.

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RATING:	RATING:
LIST ITEMS OF EVIDENCE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ITEMS OF EVIDENCE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
COMMENTS:	COMMENTS:

**2.3** Interdisciplinary problem-based curriculum is utilized and the program design practices are implemented naturally throughout all subject areas.

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RATING:	RATING:
LIST ITEMS OF EVIDENCE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ITEMS OF EVIDENCE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
COMMENTS:	COMMENTS:

**2.4** Instruction facilitates exploration, creativity, collaboration, risk-taking, and a growth mindset for students.

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RATING:	RATING:
LIST ITEMS OF EVIDENCE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ITEMS OF EVIDENCE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
COMMENTS:	COMMENTS:

**2.5** Evidence of lesson plans, implementing components of highly effective lesson planning, are present with the instructional elements clearly identifiable within the plan.

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RATING:	RATING:
LIST ITEMS OF EVIDENCE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ITEMS OF EVIDENCE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
COMMENTS:	COMMENTS:

## Standard 3 Learning

For the specialized program to be best integrated in the school, students must demonstrate that the concepts of specialized program are evident in all of their work. Activities, higher level cognitive skills, and application to real-world situations must be displayed throughout the classrooms and recognized by all learners.

**3.1** Students demonstrate proficiency in meeting the school’s mission and support the program-focused learning outcomes.

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RATING:	RATING:
LIST ITEMS OF EVIDENCE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ITEMS OF EVIDENCE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
COMMENTS:	COMMENTS:

**3.2** Students are guided to work independently and collaboratively to find solutions in both the program and non-program content areas, while instructors facilitate collaborative, inquiry-based learning.

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RATING:	RATING:
LIST ITEMS OF EVIDENCE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ITEMS OF EVIDENCE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
COMMENTS:	COMMENTS:

**3.3** Students are frequently exposed to higher-level cognitive tasks as well as higher-level Depth of Knowledge questioning related to real-world situations.

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LIST ITEMS OF EVIDENCE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ITEMS OF EVIDENCE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
COMMENTS:	COMMENTS:

**3.4** Evidence of the program-based student work is displayed throughout student learning environments and technological platforms (bulletin boards in hallways and classrooms, websites, school social media, etc.).

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COMMENTS:	COMMENTS:

## Standard 4 Assessment

The specialized program curriculum and evidence of the results of the students' acquisition of the skills must be demonstrated by observation and other forms of assessment that validate that students are progressing in the learning objectives of the specialized program.

- 4.1** Students are able to apply interdisciplinary content knowledge to solve and offer explanations for real world problems both in writing and orally.

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RATING:	RATING:
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COMMENTS:	COMMENTS:

**4.2** Students use technology to demonstrate content-knowledge proficiency and solutions for real world situations.

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COMMENTS:	COMMENTS:

**4.3** Students demonstrate literacy proficiency in the specialized program.

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COMMENTS:	COMMENTS:

**4.4** Students are regularly assessed through a variety of methods and data is utilized to drive differentiated instruction.

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COMMENTS:	COMMENTS:

**4.5** Students consistently demonstrate growth in cognitive tasks tied to the program-focused learning outcomes.

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COMMENTS:	COMMENTS:

## Standard 5 Connections

The specialized program must be designed to show evidence that the instruction is useful in the current program at the school. The specialized program gives clear guidance and direction to all students for their education and career application after program completion.

**5.1** Stakeholders (including families and community partners) demonstrate proficiency in the school’s mission and understand how the specialized program connects to career pathways.

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COMMENTS:	COMMENTS:

**5.2** Students participate in the specialized program-focused college and career pathways within the school.

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COMMENTS:	COMMENTS:

**5.3** Evidence of business and postsecondary partnerships, which are specialized program-focused, exists.

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COMMENTS:	COMMENTS: