

Gradalis Waldorf Consulting & Services, LLC

STANDARD IX-A, B, C, D— INSTITUTIONAL EFFECTIVENESS

GENERAL PURPOSE

GRADALIS utilizes appropriate methods of evaluation to assess its effectiveness and to ensure that student outcomes are consistent with the GRADALIS Mission, its own guiding principles and the benchmarks established by the Accrediting Commission.

Moreover, the purpose of these policies is to establish procedures, guidelines and processes for continual improvement of all aspects of the organization including organizational and instructional factors, as well as quality of coursework, delivery and excellence overall.

GRADALIS strives to create the best of Waldorf teacher trainings in the country. These policies shall be to instill in the culture of the organization, continual planned reflection and review of organizational systems, programs and professional development of GRADALIS Waldorf Consulting & Services, LLC (“GRADALIS”).

IX-A STUDENT SATISFACTION POLICIES

GRADALIS shall regularly assess, document and validate student satisfaction by means of the GRADALIS assessment system.

IX-A.1 Assessing, Documenting & Validating

GRADALIS shall establish and implement procedures necessary to provide an effective means to regularly assess, document and validate student satisfaction relative to the quality of education, training and student services provided. To this end, GRADALIS shall provide open lines of communication with students to provide a responsiveness to student issues. GRADALIS conducts periodic surveys – three times annually – with feedback utilized to improve the education, training and student services provided by GRADALIS.

IX-A.1.a STUDENT SATISFACTION

GRADALIS strives to provide a quality training, respected and approved as a model for Waldorf Teacher Training. The following policy helps to guide this process of continual improvement:

GRADALIS Stewards value feedback received from students and faculty. Our surveys have been successful in measuring our success and areas where improvement is needed. GRADALIS seeks feedback from students and faculty on how we are doing. Surveys are created in our Student & Course Management System, Taskstream, and distributed following all major face-to-face components of the program. We most often give students some time at the end of the last day to fill out these surveys before they leave for home. Student survey results are generated in a report in Taskstream which is downloaded by the Executive Director of GRADALIS. The Executive Director first reviews and analyzes the results. The feedback is then e-mailed and analyzed by the Stewards. Results are e-mailed to Stewards and Faculty to review together at meetings and to look for themes. After themes have been identified and analyzed, deeper questions for possible course modification are sent to the Academic Senate for consideration and recommendations for approval by the Stewards. Results are shared with faculty who can have input and make changes based on improvement determined by the Senate and approved by the Stewards. The newly formed Academic Senate will take up review of these results for purposes of making recommendations for improvement to the program to the Stewards for approval.

GRADALIS cares about the satisfaction of its students. To that end, GRADALIS administration will design surveys and other means by which to measure student satisfaction on a regular basis. The results of these means shall be used to improve the training, organization and quality of our work. GRADALIS shall design surveys, conversations and World Café situations for students to share their experiences opening and honestly. Anonymous surveys will also provide a means to this end. Results of such surveys and conversations will be shared with students, faculty and Stewards in whose hands decisions are made to improve the training.

IX-A.1.b STAFF SATISFACTION

Faculty are the heart of the GRADALIS Training. Their years of expertise and training provides the wisdom that is shared with the students as they grow into Waldorf teachers. GRADALIS Stewards value our faculty and will provide opportunities for them to get involved as we grow and improve our training. Staff will be surveyed anonymously periodically to gain insight into their satisfaction with their employment with GRADALIS. It is our hope that our faculty will becoming ever more committed to this work, and join us into the future to improve and enliven GRADALIS. To do this, faculty and staff must be satisfied and feel a part of this calling. To that end, GRADALIS will seek input from faculty and staff to inform our decisions and provide opportunities of ever more involvement in this work. Faculty meetings are places where colleagues can share ideas on improvement and enhancement of the training, its approaches and its results.

The Executive Director shall share results of faculty and staff feedback and will implement changes for improvement when appropriate and within the power of the Executive Director. Any changes to courses or programs shall follow the process above stated for student satisfaction.

IX-A.1.c SCHOOL CLIENT SATISFACTION

Waldorf public & private schools contract with GRADALIS for the training of their teachers. As our most supportive clients, GRADALIS must reach out to school administrators and pedagogical directors to invite a free flow of honest conversation to transpire between the school and GRADALIS Stewards. To that end, GRADALIS will arrange meetings quarterly with school administrators to touch base on how their teachers are doing and to clarify any questions or concerns they may have. Communication initiated by GRADALIS will do much to create an environment of trust and care with these valuable partners. An annual survey will also be designed with input from these administrators to gather anonymous feedback one time per year to ensure GRADALIS is continuing its efforts to meet the needs of schools and teachers in training to become Waldorf educators.

IX-A.2 Policy for Processing Complaints (Doc 49)

GRADALIS shall provide for a reasonable internal grievance policy to receive and resolve complaints – disclosed to candidate-students at time of enrollment – which is consistent with, and reflective of, ACCET Document 49 – Policy and Procedures for Processing Complaints.

NOTICE TO STUDENTS: ACCET COMPLAINT PROCEDURE:

This institution is recognized by the Accrediting Council for Continuing Education & Training (ACCET) as meeting and maintaining certain standards of quality. It is the mutual goal of ACCET and the institution to ensure that educational training programs of quality are provided. When problems arise, students should make every attempt to find a fair and reasonable solution through the institution's internal complaint procedure, which is required of ACCET accredited institutions and frequently requires the submission of a

written complaint. Refer to the institution’s written complaint procedure which is published in the institution’s catalog or otherwise available from the institution, upon request.

Note that ACCET will process complaints which involve ACCET standards and policies and, therefore, are within the scope of the accrediting agency. In the event that a student has exercised the institution's formal student complaint procedure, and the problem(s) have not been resolved, the student has the right and is encouraged to take the following steps:

1. Complaints should be submitted in writing and mailed, or emailed to the ACCET office. Complaints received by phone will be documented, but the complainant will be requested to submit the complaint in writing.
2. The letter of complaint must contain the following:
 - a) Name and location of the ACCET institution;
 - b) A detailed description of the alleged problem(s);
 - c) The approximate date(s) that the problem(s) occurred;
 - d) The names and titles/positions of all individual(s) involved in the problem(s), including faculty, staff, and/or other students;
 - e) What was previously done to resolve the complaint, along with evidence demonstrating that the institution's complaint procedure was followed prior to contacting ACCET;
 - f) The name, email address, telephone number, and mailing address of the complainant. If the complainant specifically requests that anonymity be maintained, ACCET will not reveal his or her name to the institution involved; and
 - g) The status of the complainant with the institution (e.g. current student, former student, etc.).
3. In addition to the letter of complaint, copies of any relevant supporting documentation should be forwarded to ACCET (e.g. student’s enrollment agreement, syllabus or course outline, correspondence between the student and the institution).
4. SEND TO: ACCET CHAIR, COMPLAINT REVIEW COMMITTEE
1722 N Street, NW Washington, DC 20036
Telephone: (202) 955-1113
Fax: (202) 955-1118 or (202) 955-5306
Email: complaints@accet.org Website: www.accet.org

Note: Complainants will receive an acknowledgement of receipt within 15 days.

IX-A.2 (a) PROCEDURES FOR PROCESSING A COMPLAINT

GRADALIS shall provide procedures that align with those of ACCET in accepting filing of complaints submitted as relating to ACCET standards, policies and procedures. GRADALIS will support the understanding of ACCET’s processing of complaints according to this policy. The purpose of this policy is to provide guidelines and directions for the resolution of grievances. Filing a grievance begins with an attempt at amicable resolution. There are six steps to the grievance process. If no resolution has been achieved in this manner, the person should then turn to GRADALIS’ Grievance Policy posted in this handbook and on the website.

STEPS FOR FILING A GRIEVANCE:

Responsibility for Grievance Procedure

The Stewards are ultimately responsible for ensuring that the process for resolution of grievances is followed. Authority for the process is routinely delegated as described below.

Basic Principle

Ideally, grievances should be resolved at the lowest level possible. The GRADALIS Directors may elect to be present during any level of the resolution process after Level 1, as may a representative from the Stewards group.

Levels of Resolution:

Level 1: Direct Resolution

The direct resolution process consists of a meeting or meetings between the parties involved without others in attendance. Unless there is a bona fide safety concern, an attempt at direct resolution is to be made prior to requesting Administrative Resolution.

Level 2: Administrative Resolution

The administrative resolution process consists of a meeting between the parties involved with an uninvolved GRADALIS Director or Dept. Chair in attendance. At least one of the involved parties must request administrative resolution in writing to the Executive Director and/or Department Chair and state explicitly that it is being requested under Level 2 of the GRADALIS Grievance Procedure. An attempt at Administrative Resolution is to be made prior to requesting assistance from the formal Stewards group.

Level 3: GRADALIS Stewards

If Administrative Resolution did not resolve the issue, any party may file a **written appeal** to the GRADALIS Stewards. The Stewards shall decide at a specially called meeting to be held within 2 weeks to hear the matter and set a date. The Stewards will hear both sides of the conflict and decides the matter, or make a recommendation. The decision of the Stewards shall constitute the final decision of GRADALIS. Any Steward involved in such a conflict, shall recuse him/her self from the decision-making process.

IX-A.2 (b) INITIAL DETERMINATIONS ABOUT A COMPLAINT

GRADALIS shall provide wherewithal to work with ACCET ensuring timely submission and resolution of a complaint supporting the ACCET-initiated thorough investigation of the allegations/complaints. GRADALIS will honor the time-sensitivity as set forth by ACCET senior leadership.

IX-A.2 (c) COMPLAINTS WITHOUT URGENCY

GRADALIS shall support processing of complaints according to ACCET timelines and will work in processing its responses, as appropriate, with ACCET to be resolved within 90 days.

IX-A.2 (d) COMPLAINTS WITH URGENCY

GRADALIS shall honor the ACCET approaches to processing an expedited process including ACCET on-site visit/s to GRADALIS and to seek to resolve complaints with urgency and substantial progress leading to closure and/or resolution.

IX-A.2 (e) COMPLAINTS INITIATED BY ACCET

GRADALIS shall provide support to complaints initiated by ACCET wherein ACCET standards or policies may be violated inclusive of ACCET conducting a due diligence investigation to determine credibility of the source and the seriousness of the possible violation.

IX-A.2 (f) CLOSURE OF A COMPLAINT

GRADALIS shall provide support and honor the ACCET process following its thorough review and determination.

IX-A.2 (g) ON-SITE REVIEW OF COMPLAINTS FILED AGAINST ACCET INSTITUTIONS

GRADALIS shall provide support during on-site evaluation visits by ACCET team representatives in pursuit of complaint investigations with the understanding they may be considered during ACCET Quality Assurance Visits (QAVs). GRADALIS understands vis-à-vis ACCET standards, if warranted, the team will include an assessment as to whether the issues raised in the complaint/s persist and whether there is any pattern/s of complaints.

IX-B EMPLOYER/SPONSOR SATISFACTION POLICY

GRADALIS shall establish and maintain a process for regularly assessing, documenting and validating the quality of the training services relative to the employer's and/or sponsor's (i.e., Waldorf Schools, both private/independent and public/charter) satisfaction relative to the efficacy of education/training and services provided. On a periodic basis, GRADALIS senior leadership will engage School Administrators on the teacher-training program taking place with their working teachers.

IX-C CERTIFICATION & LICENSING POLICY (Doc 28)

GRADALIS shall establish its procedures and rubrics for collecting and recording data on its program graduates who move forward in their careers within the Waldorf educational field given its GRADALIS Certificate of Completion.

IX-D COMPLETION & JOB PLACEMENT POLICY (Doc 28)

GRADALIS will establish and maintain a system for tracking, documenting and validating completion rates consistent with ACCET Document 28 – Completion and Placement Policy. While GRADALIS does not involve itself with placement, per se, (i.e., the candidate-students are already working school teachers) it validates the sponsor-Waldorf Schools participation as the schools themselves succeed academically as well as being financial viable based upon parent satisfaction and other measurable school outcomes. These outcomes are predicated upon Waldorf teachers providing Rudolf Steiner's Curriculum conceived according to developmentally appropriate school-age children (Grades K-12).

Rationale: ACCET accredited institutions ensure the value and effectiveness of their course(s) and program(s) by regularly assessing, documenting, and validating the quality of the training services provided through completion rates, sponsor and student/graduate satisfaction, and, for vocational institutions, job placement rates. Credible completion and placement rates serve the students' best interests and, in turn, enhance public confidence in accredited institutions and the accreditation process.

Overview: As established in this policy document, the requirements are to be considered the minimum for meeting the ACCET standards. ACCET encourages member institutions to incorporate progressive policies, procedures and practices that enhance the completion and, where applicable, job placement prospects of their students.

The ACCET membership has made a commitment to the use of measurable outcomes as objective criteria for addressing the Standards for Accreditation. Accordingly, ACCET will carefully review documented completion rates and training-related job placements for eligible graduates of vocational training programs. The completion and placement benchmarks give institutions a guideline by which to evaluate and improve the performance of the programs they offer. These benchmarks are 67% for completion and 70% for placement.

IX-D.1 Policy Requirements

GRADALIS shall provide documentation specific to the completion rates for its Teacher-Training Program. While GRADALIS does not involve itself with placement, per se, (i.e., the candidate-students are already working school

teachers), it validates the sponsor-Waldorf Schools participation as the schools themselves and whether they succeed academically as well as being financially viable based upon parent satisfaction and other measurable school outcomes.

All accredited institutions and those seeking ACCET accreditation will document completion rates for their programs. Additionally, all accredited institutions and those seeking ACCET accreditation offering vocational training will provide job placement assistance to all eligible graduates and document the results in order to demonstrate clear and positive outcomes from the training. Completion and placement records will be maintained in an orderly, comprehensive, and accurate manner for all students and must be verifiable. The completion and placement data must include sufficient information for regularly calculating the percentage for completion and training-related job placements in a prescribed format and time frame. (Vocational institutions will refer to Document 28.1 - Completion and Placement Statistics; avocational institutions will utilize internal means to compile completion data for review.)

IX-D.2 Procedures

GRADALIS shall clearly communicate to the teachers and their participating schools the requirements, conditions and results in terms of student completion data. This data, in turn, will be reviewed, collected, documented and analyzed by GRADALIS Board of Stewards on a regular basis. GRADALIS will document completion data, as internally developed, commensurate with appropriate length of the program (i.e., 7 semesters over 26-months), terms of obligation and annual graduation dates.

In order for ACCET and institutions to clearly communicate the requirements, conditions, and results in terms of completion and/or placement rates, data must be collected, documented, and analyzed by institutions on a regular basis. Document 28.1 is the data collection instrument to be used for all vocational programs covered by the policy. Data collection instruments utilized by avocational institutions for the purpose of documenting completion data will be internally developed and appropriate to the length of the program, terms of obligation, and graduation dates.

IX-D.3 Reporting Requirements

GRADALIS shall provide internally-developed documents to be made available at such times as requested by ACCET, including submission for ACCET reporting, and, as needed for on-site evaluation team review.

Data collection instruments (Document 28.1 for vocational institutions) will be maintained at least every quarter, and should be utilized as management tools. Document 28.1(s) must be submitted to the ACCET office no later than May 1st unless otherwise directed by staff, and no sooner than four months after the last graduating cohort of each program of that year in conjunction with ACCET Document 12.c - Annual Completion and Placement Statistics Reporting. ACCET Document 28 Date Developed: January 1989 Date Revised: December 2012/October 2015 Page 2 of 7 Pertinent to: All Institutions

ACCET Standard IX – Institutional Effectiveness – GRADALIS
ACCET IX-A B C D Institutional Effectiveness Policies & Procedures
Approved: 06/04/2016

The GRADALIS website contains information on the training program via the Program Overview and Student/Candidate Catalog & Handbook which includes course descriptions, length and cost of the training, various components of the program, and faculty pictures with short biography and qualifications for those who deliver instruction. Interested applicants are welcome to call the GRADALIS office for more information. All applicants must apply on-line on the website. The application includes contact and background information, current and future status of the student, experience in teaching whether it be in Waldorf schools or other models, degrees and certificates, etc. Ages taught must be reported and which school they will be teaching in when they enter the training, along with the name and contact information for the school administrator. GRADALIS' program is designed for active teachers who are full-charge in their classroom with the number students being as a variable in different schools. GRADALIS administration looks at the needs of the student and designates which grade level best meets the needs of that student for the methodology courses. STUDENTS ARE ENCOURAGED TO ENROLL FOR THE SUMMER SEMESTER. Enrollment during the fall semester is also possible, but not preferred.

IX-D.4 Completion Definition

GRADALIS shall abide by the 'Completion Definition,' "The number of participants who successfully complete the program/course/session for which they enroll."

IX-D.5 Completion/Job Placement Benchmarks

GRADALIS shall provide, consistent with, and reflective of, ACCET Document 28 – Completion and Placement Policy, i.e., the evaluation according to ACCET-stated benchmarks specific to the successful program completion by its students. Additionally, GRADALIS will provide data-analytics on its successful teacher-graduates – most all of whom are gainfully employed at the time of their training – in terms other than "placement" per se – in order to reflect an accurate representation of contributions made to their respective sponsor's/Waldorf school's success. GRADALIS will seek to document testimonials from participating Waldorf schools to this end.

All the while, it is understood that GRADALIS shall use this information, albeit carefully monitored by the GRADALIS Board of Stewards and ACCET, to assure high ethical standards and the promotion of 'Good Will' for GRADALIS, participating Waldorf schools, and the ACCET accreditation process.