



# WASC Focus on Learning Self-Study Training, Part Two

*Presentation for 2010 Schools*





# *Workshop Goals*

By the end of the session, participants will have accomplished an increased understanding of the WASC FOL process through...

- A review of the five parameters of the self-study
- A review of Tasks 1-4
- Work with Tasks 4-6 (the gathering and analysis of evidence)
- Understanding the development of the schoolwide action plan based on the identified growth areas



# *Warm-up*

## *Reflect*

At this one day FOL workshop, what questions and concerns would you like to address?



# *Focus on Learning*



## *Basic Concepts Addressed?*

1. How are the students with respect to the expected schoolwide learning results?
2. Is the school doing everything possible to support high achievement for all its students?



# *Parameters of Self-Study*

*Regardless of the protocol, the school will have accomplished the following:*

1. The involvement and collaboration of stakeholders in the self-study.
2. The clarification of the school's purpose and the expected schoolwide learning results.
3. The assessment of the actual student program and its impact on student learning with respect to the criteria and the expected schoolwide learning results.



## *Parameters of Self-Study (cont.)*

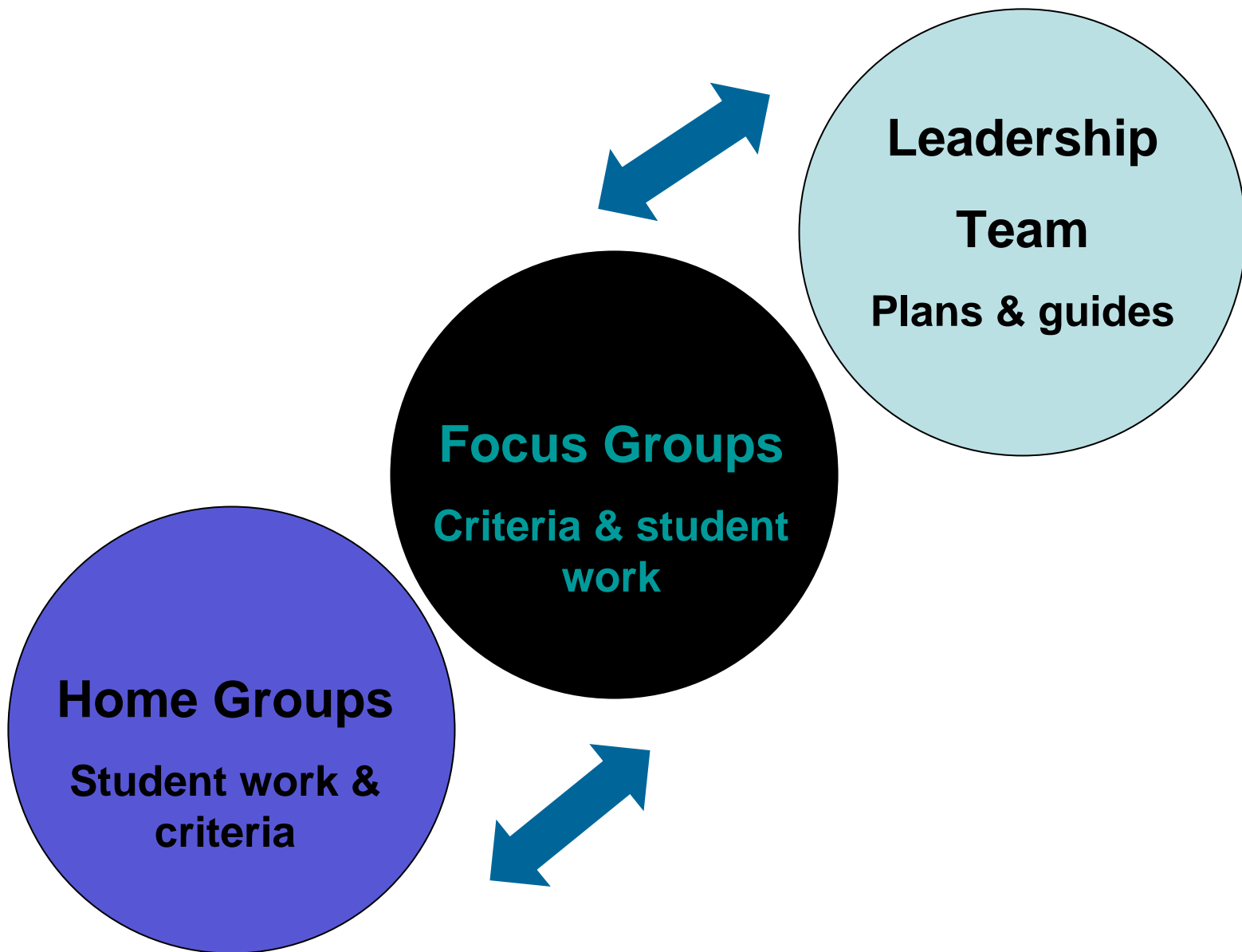
4. The development of a schoolwide action plan that integrates subject area/program and support plans to address identified growth needs.
5. The development and implementation of an accountability system for monitoring the accomplishment of the action plan.



# *Timeline*

## **Timeline**

- **Has the timeline been developed so that the self-study will be ready to mail to the visiting committee 5–6 weeks prior to the visit?**
- **Has the maximum time for home and focus group meetings been allotted and are the meetings well-spaced throughout the self-study process?**





# *Self-Study Self-Check Questions*



## School Committees

- Is the leadership team representative of the school community?
- Is the suggested FOL committee structure being adapted to build upon and strengthen the school's current organization for schoolwide communication?



## *Self-Check Questions (cont.)*



- Are all certificated staff serving on *two* groups — a home group and a focus group? (exception: postsecondary schools/programs)
- Has the school reflected upon the type of committee organization that will be most effective in the implementation of the schoolwide action plan? For example, should the school maintain the focus groups after the visit to oversee action plan sections?



# *Self-Check Questions*



## Progress Report

- Did the school address each section of the action plan?
- Did the school show how all critical areas of follow-up from the last full self-study were integrated into the action plan?
- Does the report show how each section impacted student accomplishment of one or more of the expected schoolwide learning results?



# *Student/Community Profile*

- What should be included in the student/community profile?
  - Outcome or Achievement Data
  - Demographic Data
  - Perception Data
  - Other Data



# Data/Evidence

Outcome Data— profile	Demographic Data—profile (Perception data may be included)	Process Data— home/focus group work
<ul style="list-style-type: none"><li>▪ Achievement Data</li><li>▪ Completion Rates</li><li>▪ Comparative Data</li><li>▪ Post-Enrollment Data</li><li>▪ Supplemental Data</li></ul>	<ul style="list-style-type: none"><li>▪ Enrollment</li><li>▪ Attendance</li><li>▪ Lang. Proficiency</li><li>▪ SES Status</li><li>▪ Staff</li><li>▪ Co-Curricular Activities</li><li>▪ Finances</li></ul>	<ul style="list-style-type: none"><li>▪ School Organization</li><li>▪ Professional Development</li><li>▪ Curriculum &amp; Instruction</li><li>▪ Assessment</li><li>▪ Resources</li></ul>



# *Activity: Identifying Findings*

*Work as a table group:*

- Use the sample CST data provided.
- Determine sample findings from the data.



## *Activity: Review of a Profile, Part 1*

***In paired groups, exchange profiles or use the one provided....***

- ***Compare the profile to the WASC/CDE Student/Community Profile Guide (pp. 40-43) to ensure that the appropriate information is included in the profile.***
  
- ***Discuss the findings with each other.***



## *Activity: Review of a Profile, Part 2*

- ***Examine the school profile or the profile excerpts that have been provided***
- ***Discuss:***
  - **Is the appropriate data included?**
  - **Has the school commented upon all data, e.g., findings for API, CELDT?**
  - **What are the implications based on the analysis of the data?**
  - **What are the 2 to 3 critical academic needs based on the data, the correlated ESLRs?**
  - **What are the important questions raised by this analysis of student performance?**



## *Activity: Profile Summary*

*As table groups or as a total group...*

Using your own profile or the one provided...

- Chart examples of...
  - implications
  - critical academic or learning needs
  - burning questions



# *Self-Check Questions*



## Student/Community Profile

- Has the school community gathered and analyzed all pertinent data in order to clarify the characteristics and achievement of ALL the students?
- Has the leadership team produced a “user-friendly” profile for all stakeholders?
- Have the certificated staff members and other stakeholders discussed the profile?

# *Self-Check Questions*



## Student/Community Profile

- Will the stakeholders use the profile to guide the inquiry into the school programs?
- Will the questions raised from the profile analysis be integral to the work of the home and schoolwide focus groups?
- Will the profile be regularly updated and used by the stakeholders as the school focuses on student achievement?



## *Chapter 1: Student/Community Profile*

- Profile that includes: (include charts, graphs)
  - 1) disaggregated and interpreted student outcome data
  - 2) demographic data
  - 3) survey summaries, if any
  - 4) summary or conclusions from data
    - implications
    - critical academic or learning needs
    - burning questions
  
- Appendix



# *Every student will be an effective communicator*

*Each student may demonstrate this by:*

- Writing English clearly and proficiently.
- Receiving information and constructing meaning through reading and listening skills.
- Using nonverbal techniques to communicate accurately with others.
- Using verbal language to communicate clearly when giving presentations to groups or talking with other individuals.
- Exchanging information when working in a cooperative group.

## *Self-Check Questions*



### Expected Schoolwide Learning Results

- Has the school obtained input from all?
- Is there commitment to accomplishing the ESLRs from all stakeholders?
- To what extent has the school developed measurable indicators of the ESLRs and the academic standards and defined their quality accomplishment?
- Is the school beginning to discuss quality accomplishment of the ESLRs?

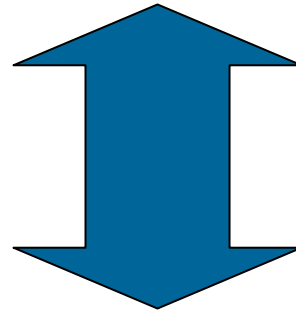


## *Activity: Relationship of Critical Academic Needs to Expected Schoolwide Learning Results*

- 1. In the left column of the chart paper, chart the 2-3 identified critical academic needs.**
- 2. In the right column, list the expected schoolwide learning result or indicator that correlates with each of the identified critical academic needs.**



# Schoolwide Focus Group



# Home Group



# *Criteria Categories*

- ❖ Organization for Student Learning
- ❖ Curriculum and Instruction
- ❖ Support for Student Personal and Academic Growth
- ❖ Resource Management and Development



# *Criteria*

- What are the key concepts of the criteria?
- What critical evidence\* is needed to determine the degree to which the criteria are met?
- How would this evidence/information be gathered and analyzed?



## *How Students Learn*

The professional staff...

- a) uses research based knowledge about teaching and learning; and
- b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and expected schoolwide learning results.



# *How Students Learn: Examples of areas to analyze...*

- Planning processes for implementing a variety of learning experiences ... teacher knowledge
- Demonstration that students are actively engaged in learning
- Student use of resources for learning beyond the textbook such as technology, community resources
- Student portfolios, performances, projects, discussions, collaborative activities
- Perceptions of students about the learning experiences



## *B2. Examples of Areas to Analyze—Sample Prompts*

- From our examination of student work, students working and talking with students, what have we learned about students being actively engaged in challenging learning experiences?
- What typical resources for learning beyond the textbook do students use? Are they helpful?



*As a Table Group, select a subject area:*

- ❖ Briefly describe the ideal vision of what students should be doing and producing in the subject area selected.



# *Observable evidence includes analyzing results of...*

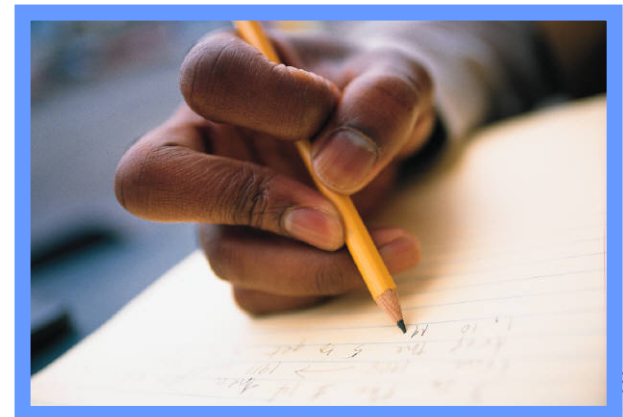
- What students are doing and producing
- Student interviews and observations
- Hard data and information
- Other interviews, observations, etc.





## *Student Work Samples*

- **Typical work**
- **Single-day snapshot technique**
- **Same performance tasks or assignments**
- **Case studies or monitoring selected students**
- **Progress over time**
- **Targeting assignments**





# *Examining Student Work — sample protocol*

## *Individually...*

- review student work samples
- sort work into high, middle, low levels of performance

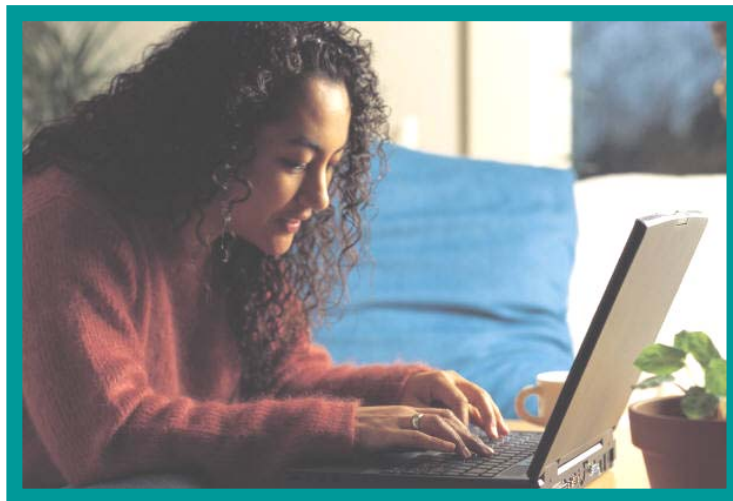
## *As a group discuss...*

- the characteristics of the three categories
- how to ensure student work is representative of the school's various subgroups
- the extent to which the results of this learning opportunity demonstrate the desired performance quality of the selected standards and ESLRs



# *Observation and Interview Strategies*

- **Roving Substitutes**
- **Triads**
- **Keeping a Teacher Journal**
- **Shadowing Students**



# *Ground Rules for Observations*



- Agreed upon time for the observation**
- No name policy**
- Stay for full class period**
- No discussion of the lesson in a specific sense (confidentiality)**
- Pre-meeting (advance knowledge)**



# *The Learning Snapshot*

## **What the students are doing**

- receiving information
- applying knowledge
- synthesizing/evaluating
- engaged in group work
- using technology

## **What skills are being applied**

- reading
- writing
- speaking
- computing
- thinking
- listening

## **What ESLRs were observed**

- Effective Communicator
- Complex Thinker





## *Questions to answer about observing....*

- 1) How can your school implement staff observations as a regular practice?**
- 2) What ground rules will ensure a “safe” environment and obtain staff buy-in?**
- 3) What kind of “cue sheet” will the school develop?**
- 4) How will the observation results be used in the FOL process?**



# *Interviewing*

- 1) Individually, generate a few sample student questions**
- 2) Find a partner and share these questions; reverse**
- 3) Debrief**



# *Tips on Interviewing*

## ***Examples of tips:***

- **Use open-ended questions.**
- **Use language appropriate to the interviewee.**
- **Listen.**
- **Avoid asking biased questions.**
- **Watch nonverbal behavior.**
- ***Other tips.....***



# *Schoolwide Focus Groups*

- ❖ What are the...
  - responsibilities of the focus group?
  - characteristics of an effective focus group?



## *Group Norms*



- ✓ All engaged
- ✓ On task
- ✓ Share within time limits
- ✓ Value the viewpoint of each person
- ✓ Use simple language
- ✓ Ice breaker/warm-up to build spirit
- ✓ Evaluate meeting—results and process
- ✓ No assumptions
- ✓ Be prepared/each to contribute with advanced analysis



# *Critical Academic Needs Linked WASC/CDE Criteria*

Focus Group Discussions

*The question arises:*

- How does one consider the critical student achievement needs during the analysis of the current program using the WASC-CDE criteria?
- See examples and suggested worksheet



# *Directions for Focus Group Practice*

1. Appoint a focus group leader, a recorder and a time keeper
2. Decide upon group norms (2–3) prior to discussion.
3. Use the designated criteria. Review the guide questions and suggested evidence.
4. Based on the work already done in the home groups, discuss the following question:
  - What do we know about the impact that this part of the school's program has on student learning?
5. Close the discussion by determining specific data/information each home group should examine before the next Schoolwide Focus Group meeting



# *Self-Study Findings*

Criteria Findings	Supporting Evidence





# *Focus Group Product*

*For each category of criteria:*

- ✓ Do the findings respond to what is being asked by the criteria guide questions(s)?*
- ✓ How did the evidence support the findings?*
- ✓ Are the identified and prioritized growth needs aligned to the findings and evidence?*



*How can the Focus Groups ensure that the self-study findings are supported by analyzed evidence?*





# *Suggested Components of Action Plan*

- Statement of area for improvement, including growth targets
- Rationale for area based on self-study findings
- Link to one or more expected schoolwide learning results
- Ways of assessing progress, including student achievement of the critical academic needs, ESLRs and academic standards
- Means to monitor and report progress





## *Suggested Components of Action Plan (cont.)*

- Who's responsible and involved
- Specific steps, including professional development
- Timeline
- Resources





# *Action Plan*

## *Self-Check Questions*

Are the ...

- Sections addressing major identified areas for improvement?
- Sections enhancing the learning of all students?
- Schoolwide student goals addressed through the plan? (ESLRs)



# *Action Plan*

## *Self-Check Questions*

- Has the school integrated other initiatives to create one “umbrella” schoolwide action plan?
- Is the action plan feasible and realistic? Are resources considered for each action plan section?
- Do the ways of assessing progress include the analysis of student learning?
- Is there sufficient commitment to the action plan?
- Is there a sound follow-up process that will be used to monitor the accomplishment of the action plan?



# *Ongoing*

- Data analysis leads to action which in turn leads to more data analysis.

## *Final Product: One Umbrella Plan*



- Strategic Plan
- Technology Plan
- Staff Development Plan



□ *What do you feel are the critical elements in this self-study process that will enable your school to focus on the analysis of student achievement?*

