Accreditation Cycle of Quality

Reassess

Self-Study

Assess

Follow-up

Focus on Learning

Implement

Visit

Plan
Accreditation 6-Year Cycle

Focus on Learning
WASC Self-Study

Preface

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Chapter IV
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Chapter IV
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Chapter IV
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Preface

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Chapter III
Criteria (10)

Chapter III
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Chapter III
Classroom/Student Issues

Chapter IV
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Appendices
Doing the work

Focus Groups
Criteria

Profile Team
Leadership Team
Plans & Guides

Home Groups
Data, Observations, Interviews, Student Work, & Criteria
Doing the work
Chapter I: School Profile

- School Information/Programs
- Data and Findings
- Schoolwide Learner Outcomes
- Appendices
Chapter II: Action Plan Progress Report

- Significant developments
- Schoolwide critical areas for follow-up
- Procedures to monitor/adjust plan
- Progress on school plan segments showing integration of schoolwide critical areas for follow-up from visiting committees

  Focus area    Growth targets    Major activities

- Comment on any schoolwide critical areas for follow-up not in the current plan
What are the **implications** of data and progress with respect to student performance?

Select two to three **critical learner needs** based on data, noting correlated schoolwide learner outcomes.

List important **questions** that have been raised by the analysis of the student data about the critical learner needs. *(Used by Home and Focus Groups.)*
WASC Criteria

Organization

Curriculum, Instruction, Assessment

Support

Resources
WASC/CDE Criteria

- Organization
- Curriculum
- Instruction
- Assessment
- Support
Postsecondary Criteria

1. Institutional Mission, Purpose, & Objectives
2. Organizational Infrastructure
3. School Leadership, Faculty & Staff
4. Curriculum
5. Instructional Program
6. Use of Assessment
7. Student Support Services
8. Resource Management
9. Community Connection
10. Action Plan
Task 4: Program Analysis – Chapter IV

**Process**
- Home Groups
- Leadership Team
- Focus Groups

**Product**
- Analytical response to criteria
- Evidence
- Strengths
- Key areas for follow-up
PS Program Analysis-Chapter III

Process

- Program Groups
- Leadership Team
- Focus Groups

Product

- Analytical response to criteria
- Evidence
- Strengths
- Key areas for follow-up

Professional knowledge
Data
Observations
Surveys/interviews
Student work
Documents
Full Self-Study

The full visit instructions for California public schools are outlined in the respective protocols for these schools.

WASC/CDE Focus on Learning Joint Process for all California Public Schools, including California Charter Schools 2014 Edition

This edition is to be used for schools preparing for a 2015 WASC Self-Study visit.

Note: This document is formatted to be printed as a double-sided document.

WASC/CDE School Coordinator Self-Study Checklists

WASC/CDE Self-Study School Report Layout

WASC Sample Evidence Forms: Word Doc File


Click here for information on how to use Google Drive (Docs).

Each category of Chapter IV is also available as a separate Word or Google Docs template.

Chapter IV: Category A: Word Doc Template | Google Drive (Docs) Template

Category B: Word Doc Template | Google Drive (Docs) Template

Category C: Word Doc Template | Google Drive (Docs) Template

Category D: Word Doc Template | Google Drive (Docs) Template

Category E: Word Doc Template | Google Drive (Docs) Template
C1: To achieve the academic standards and the schoolwide learner outcomes, all students are engaged in challenging learning experiences.
Differentiation of Instruction

Indicator:
The school’s instructional staff members differentiate instruction and evaluate the impact on student learning.

Prompt:
How effective do instructional staff members differentiate instruction? Evaluate the impact of differentiated instruction on student learning.

Findings

Supporting Evidence
Linking to Critical Learner Needs

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed

Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.
Areas to Examine

• Observations of students working
• Interviews/surveys
• Observations/interviews to determine the degree of involvement in the learning of students in different programs
• Observations/interviews to determine the degree of involvement in the learning of students with diverse backgrounds and abilities
• Observations/interviews to determine the extent to which students understand the expected performance level
PS Criterion 5: Instructional Program

**Criterion:** The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve Schoolwide Learner Outcomes and course objectives. Faculty members are given ongoing training in various instructional strategies that allows them to address the varied learning styles of students in their classrooms.
PS Criterion 5: Instructional Program

Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses.

Discussion Questions:

• How does the school measure the quality of instruction in its classrooms?

• How do faculty members keep current in instructional strategies and methodologies in their areas of expertise?

Findings

Evidence
PS Suggested Sources of Evidence

- Examination of representative student work
- Observations of students engaged in learning
- Student interviews and self-reflections about learning
- Documents used in training workshops
- Identification of resource materials that are used
- Documents used in the evaluation of teachers
Focus Group Dialogue: Sample Questions

What do we know already, including the supporting evidence? Are we sure?

What is already in the profile?

What evidence is needed from the home/program groups?

What particular evidence is needed from the home/program groups related to the identified critical learner needs, e.g., How can we all support the English learners? Writing? In the medical technician program?
## Task 4: Home/Focus Groups

<table>
<thead>
<tr>
<th>What are the criteria concepts?</th>
<th>Indicators/Prompts</th>
<th>What evidence is needed for analysis?</th>
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### Gathering and Analyzing Data/Information by Home and Focus Groups
### Task 3: Program/Focus Groups

<table>
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<th>What are the criteria concepts?</th>
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<tbody>
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<td>Indicators/Prompts</td>
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Gathering and Analyzing Data/Information by Program and Focus Groups
Observable Evidence

Includes analyzing:

What the students are doing and producing

Student interviews

Other interviews, observations, etc.
“The process of looking at student work in a collaborative manner helps teachers take a closer look at how they teach.”

Observations

Strategies
- Data-in-a-Day
- Roving teacher substitutes
- Teacher journals
- Shadowing students

Ground rules
Capturing data
Interviews and Surveys

Interviews

• Student to student
• Family to family
• Teacher to teacher

Surveys

• Short
• Focused
• Understandable
Focus Group Discussions

How will we consider the critical learner needs during our analysis of the current program using the WASC criteria?

How will we use the questions raised around the critical learner needs in Chapter III?
Task 5 – Chapter V

- Revised action plan
- Additional strategies within subject areas/support programs
- Ongoing follow-up process
Task 4 – Chapter IV

Revised action plan

Additional strategies within subject areas/support programs

Ongoing follow-up process
Road to the Action Plan

- Schoolwide Learner Outcomes
- Data
- Critical Learner Needs
- Criteria Strengths
- Criteria Growth Areas

Action Plan
Road to the Action Plan

- Schoolwide Learner Outcomes
- Criteria Strengths
- Criteria Growth Areas
- Data

Action Plan
We Are Student Centered