WASC Accreditation: A Focus on Learning

Agenda

Checking Up

Getting organized
Task 1: Profile
Task 2: Summarizing progress
Task 3: Conclusions and critical learner needs

Moving Forward

Task 4: Focus Groups—Home Groups
Task 5: Revising the comprehensive schoolwide action plan (a brief advance look at Part 3 Training)
How is the self-study progressing at your school?

What are the areas that you would like us to address today?
Focus on Learning Self-Study Process

What is the ideal based upon?

So What currently exists and how effective is it?

Now What will we modify in our schoolwide plan?

Where is the school now? Where’s it going? Does it have a good roadmap?
One Schoolwide Plan

Accreditation 6-Year Cycle

WASC/CDE Self-Study

Focus on Learning

Year 6

Year 1

Year 5

Year 4

Year 3

Year 2

Preface
Chapter I Data
Chapter II Progress
Chapter III Conclusions
Chapter IV Systematic Improvement
Chapter V Action Plan
Appendix
Will the self-study be ready to be sent 5-6 weeks prior to visit?

Has the maximum time been allotted for home and focus group work—maximizing regular meeting time?

How have you organized your Focus Groups?

Scheduling Focus Group work in terms of needed Home Group or Departmental data gathering/discussions

Staggering the work
Directions

Task 1 WASC/CDE FOL, p. 43
Schoolwide Learner Outcomes

Global Interdisciplinary All students Assessable

Sample: SAS Students will be Global-minded citizens who...
• Act with the future in mind
• Embrace diversity and engage responsibly in the world’s problems with compassion, empathy, and tolerance
• Respect and support family and community
• Protect and advocate for local and global environments

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Compare the profile to the WASC Student/Community Profile Guide
Are the appropriate data included?
Has the school commented upon all data?
Discuss the findings with each other.
Self-Check Questions

Directions

Task 2  WASC/CDE FOL, p. 53
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

Chapter II: Sample Excerpt

Progress on Action Plan Sections

Goal 1: Success School will improve student achievement on writing through interdisciplinary and department planning.

(This addresses Critical Area for Follow-up #2 on Professional Development: Provide staff development that addresses school-to-career activities, interdisciplinary planning, English Learner’s needs, standards-based instruction, and our critical learning need writing. This Critical Area for Follow-up was also addressed in Goal 4 of the plan.)
Directions

Task 3 WASC/CDE FOL, p. 55

Chapter III: Summary of Data and Progress

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.)
Chapter IV: Self-Study Findings

<table>
<thead>
<tr>
<th>Criteria Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Learner Needs</td>
<td>How effective?</td>
</tr>
</tbody>
</table>

Focus Groups Criteria

Home Groups: Data, Observations, Interviews, System Work, & Criteria

Profile Team Leadership

Team Plans & Guides

WASC/CDE Criteria

Organization
Curriculum
Instruction
Assessment
Support

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WASC/CDE 2015 Training, Part Two
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.

Task 4: Initial Procedures #1 and #2

Focus Groups

• Discuss all categories of criteria
• Concentrate on assigned criteria and indicators
• Use prompts

What data, information, and evidence are needed to determine what currently exists and its effectiveness?

Instruction Criterion: Student Engagement (in question format)

C1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the General Learner Outcomes?
C1: Instruction: Student Engagement

Indicators and Prompts

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

C2: How Students Learn

How Students Learn:
Examples of areas to analyze

To what extent do teachers...

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.

Student portfolios, performances, projects, discussions, collaborative activities.

Perceptions of students about the learning experiences.

Teachers as Facilitators of Learning
Indicator: Teachers facilitate learning for all students.

Prompt: Evaluate and comment on the extent to which teachers facilitate learning for all students. Provide examples.
Instruction:

**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.

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Perceptions of students about the learning experiences.

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**Focus Group Dialogue: Sample Questions**

How might we go about the work?

Criteria concepts?

How will we know? Evidence?

Student Learning Needs?

Assessing effectiveness?

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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 groups?

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

WASC/CDE Criteria

<table>
<thead>
<tr>
<th>What are the criteria concepts?</th>
<th>What evidence is needed for analysis?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators/Prompts</td>
<td></td>
</tr>
</tbody>
</table>

Gathering and Analyzing Data/Information by Home and Focus Groups

Focus Group Discussions

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

How will we use the questions raised around the critical learner needs in summary of the data and progress (Chapter III)?

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.
Observable Evidence
Includes analyzing:
- What the students are doing and producing
- Student interviews
- Other interviews, observations, etc.

Student Work
"The process of looking at student work in a collaborative manner helps teachers take a closer look at how they teach."

Nature
Quality
Frequency
Growth over time

Student Work: Probing Questions
What did you notice as you examined this work?
What evidence do you see of students’ research skills here?
Of the application of math skills?
Of critical thinking?
How can we support students to become reflective problem solvers?
What are the learning benefits of writing in math?
How was... different from...?
Evidence: Examining Student Work

Examples of types of work (especially related to critical learner needs):
- Typical work, such as writing or solving math problems
- Projects, such as senior project
- Research Paper
- Same performance tasks or assignments
- Portfolios
- Case studies

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 schoolwide learner outcomes.
Learning from student work

How often do students do this kind of work?
How does this work inform us about students' abilities to be successful in reaching our schoolwide learner outcomes?
How will this work be evaluated?
What preceded this work? What will come next?

What's our purpose in looking at this student work?
What was the task designed to assess?
How effective is it?
What are patterns or trends across the samples?
What are the misunderstandings and understandings?
What are implications for instruction and curriculum?

How well the student understands the topic of the assignment?
The student's mastery of a learning standard?
The student's competence in our critical learner need?
Our own grading standards?
Our next steps: press on, reteach, circle back later....?
Observations

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

Ground rules
Capturing data

Learning Snapshot

What are the students doing?
___ listening
___ calculating
___ watching
___ taking notes
___ writing
___ completing worksheet
___ reading
___ using technology

Which critical learner needs were observed?
___ reading
___ critical thinking
___ writing
___ computing

What schoolwide learner outcomes were observed?
___ Citizen
___ Life/Career
___ Leadership

Questions to answer about observing...

How can we implement staff observations as a regular practice?

What ground rules will ensure a safe environment and obtain staff buy-in?

What kind of cue sheet will we develop?

How will the observation results be used in the FOL process?
Interviews and Surveys

**Interviews**
- Student to student
- Family to family
- Teacher to teacher

**Surveys**
- Short
- Focused
- Understandable

Evidence:

**Interviewing**

1. Individually, generate a few sample student questions.
2. Find a partner and share these questions.
3. Debrief, for example
   - Open-ended questions
   - Non-biased
   - Concrete
   - Simple language

**Task 4: Program Analysis — Chapter IV**

Schoolwide Focus Groups

Home Groups
**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?

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**Critiquing Chapter IV**

Do the findings respond to what is being asked by the criteria guide question(s) and the supporting indicators/prompts?

What insight have been gained about which learning is being supported, especially related to the critical learner needs?

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Are identified and prioritized growth needs aligned to the findings?

Are identified strengths aligned to the findings? How might these strengthen the action plan?

How does the evidence support the findings?
Plan and re-plan the work of Home and Focus Groups

Schoolwide Focus Groups

What are their characteristics?

What are their responsibilities?

Self-Check Questions
What are the critical elements that will enable your school to focus on the analysis of student achievement?