WASC/CDE
Focus on Learning
Self-Study Training: Part Two

2015 Schools
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?
Outcomes

- Collaboration
- Mission
- Program-assessment
- Data
- Schoolwide
- Learner-goals
- Involvement
- Plan
Accreditation Cycle of Quality

1. **Assess**
2. **Self-Study**
3. **Visit**
4. **Focus on Learning**
5. **Implement**
6. **Follow-up**
7. **Reassess**

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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

Focus on Learning

Year 6
Year 5
Year 4
Year 1
Year 2
Year 3
WASC/CDE Self-Study

Preface
Chapter I Data
Chapter II Progress
Chapter III Conclusions

Chapter IV Organization
Chapter IV Curriculum
Chapter IV Instruction
Chapter IV Assessment
Chapter IV Culture/Support
Chapter V Action Plan
Appendices
Timeline

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?
Doing the work

Focus Groups
Criteria

Profile Team
Leadership Team Plans & Guides

Home Groups
Data, Observations, Interviews, Student Work, & Criteria
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
Self-Study

Chapter I

Chapter II

Chapter III

Chapter IV

Chapter V

WASC Principles
Directions

Task 1 WASC/CDE FOL, p. 43
Chapter I: School Profile

School Information/Programs
Data and Findings
Schoolwide Learner Outcomes
Appendices
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
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

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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.)
Chapter II: Self-Check Questions
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 III: Self-Check Questions
Self-Study

Chapter I

Chapter II

Chapter III

Chapter IV

Chapter V

WASC Principles
Directions

Task 4  WASC/CDE FOL, p. 57
WASC/CDE Criteria

Organization

Curriculum

Instruction

Assessment

Support
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>
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

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]
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?
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
To what extent do teachers...

a) use a variety of strategies and resources; that

b) Actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

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.
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.

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

Perceptions of students about the learning experiences.
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.

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

Perceptions of students about the learning experiences.
How might we go about the work?

Criteria concepts?
How will we know? Evidence?
Student Learning Needs?
Assessing effectiveness?
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 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>Indicators/Prompts</th>
<th>What evidence is needed for analysis?</th>
</tr>
</thead>
</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)?
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.
“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...?
Student Work: Resources

Essential Schools: Looking Collaboratively at Student Work
www.essentialschools.org/resources/60

Looking at Student Work
www.lasw.org/
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   ___ working in a group
___ watching   ____ taking notes   ___ working alone
___ 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?
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?
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
Alignment:
Findings, Strengths, Growth Areas, Action Plan
WASC/CDE Task 5 – Chapter V

- 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
What are the critical elements that will enable your school to focus on the analysis of student achievement?
We Are Student Centered