



WASC Focus on Learning Self-Study Training, Part One

Fall 2008 Presentation for 2010 Schools





Warm-up

Reflect

What learning results do you want for students based upon your vision of a quality school in the 21st century?

What strategies would a school need to use to accomplish these learning results?



Workshop Goals

1. Understand the “Big Picture” of FOL
2. Gain experience examining educational data and developing a student/community profile
3. Understand linkage between schoolwide student goals (ESLRs) and standards
4. Gain knowledge of WASC criteria, guide questions, and suggested areas to analyze
5. Begin to understand analysis of data based on ESLRs, standards, and criteria



FOL

Self-Study	Visit	Follow-Up
<ul style="list-style-type: none">• Review progress• Profile and ESLRs• Student learning and programs• Action plan	<ul style="list-style-type: none">• Chair support• Gain insight and perspective	<ul style="list-style-type: none">• Action plan• Student achievement• Next steps• Celebrate success



Summary: Self-Study Process

What is the ideal based upon ... ?

- Expected schoolwide learning results (student goals)
- WASC criteria
- Academic standards or curricular objectives

So what?

- What currently exists and how effective is it?

Now what?

- What and how will we modify?
- What should be in the schoolwide action plan?



WASC Six-Year Cycle

- Year Six Past Cycle: Completion of Self-Study
 - Year One: Progress Report and Refinement of Action Plan
 - Year Two: Progress Report and Refinement of Action Plan
 - Year Three: Mid-term Progress Report (may include one-day review)
 - Refinement of Action Plan
 - Year Four: Progress Report and Refinement of Action Plan
 - Year Five: Review of all Progress and Program Analysis (as part of next Self-Study)
 - Year Six: Completion of Self-Study, including resulting Action Plan and Visit



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



Accreditation: A Value-Added Test

Schools add value by ...

- Increasing what students know*
- Increasing what students can do*
- Improving how students feel*
 - *about themselves*
 - *about others*
 - *about learning*



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.



Criteria Categories

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



Criteria

- ❖ Organization for Student Learning
 - ❖ School Purpose
 - ❖ Governance
 - ❖ School Leadership
 - ❖ Staff
 - ❖ School Environment
 - ❖ Reporting Student Progress
 - ❖ School Improvement Progress



Criteria (cont.)

- ❖ Curriculum, Instruction and Assessment
 - ❖ What Students Learn
 - ❖ How Students Learn
 - ❖ How Assessment Is Used



Criteria (cont.)

- ❖ Support for Student Personal and Academic Growth
 - ❖ Student Connectedness
 - ❖ Parent/Community Involvement



Criteria (cont.)

- ❖ Resource Management and Development
 - ❖ Resources
 - ❖ Resource Planning



Tasks

- Task 1: Develop student and community profiles.
- Task 2: Clarify the school's purpose and the expected schoolwide learning results.
- Task 3: Summarize progress.



Tasks (cont.)

Task 4: Review the criteria and identify what evidence is needed to compare the school program with the criteria and the expected schoolwide learning results.



Tasks (cont.)

Task 5: Gather and analyze evidence about the quality of the school program with respect to the criteria and the expected schoolwide learning results.



Tasks (cont.)

Task 6: Analyze and synthesize all information and data, including findings of all home groups, to determine strengths and growth needs within criteria categories.



Tasks (cont.)

- Task 7: Create a comprehensive action plan that will drive achievement of the expected schoolwide learning results.
- Task 8: Ensure schoolwide consensus on the action plan and the specific action steps to support the plan.



Tasks (cont.)

Task 9: Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan.



How does the FOL assist the school?

Provides an ongoing process for...

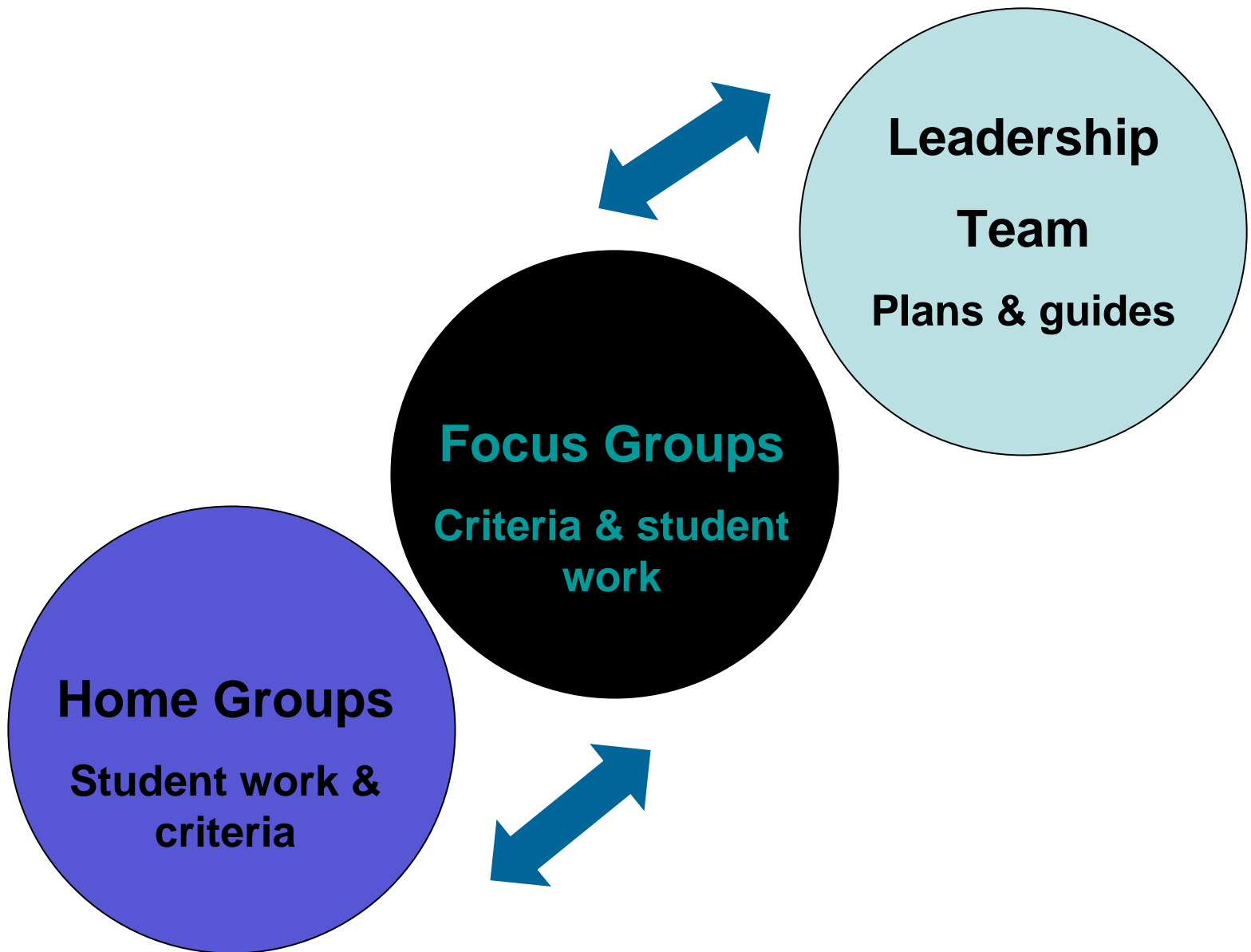
- ✓ Analysis of learning for all students
- ✓ Determination of growth needs to support high achievement for all students
- ✓ Planning, implementation, monitoring of accomplishment of needed improvements



Committees



- Home Groups
- Schoolwide Focus Groups
- Leadership Team



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



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?



Student/Community Profile

- As a school team, think about the meaning of “All Students” and list characteristics/subgroups of students based upon your profile data.



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">▪ Achievement Data▪ Completion Rates▪ Comparative Data▪ Post-Enrollment Data▪ Supplemental Data	<ul style="list-style-type: none">▪ Enrollment▪ Attendance▪ Lang. Proficiency▪ SES Status▪ Staff▪ Co-Curricular Activities▪ Finances	<ul style="list-style-type: none">▪ School Organization▪ Professional Development▪ Curriculum & Instruction▪ Assessment▪ Resources



Examining Educational Data

- How can we use data to drive inquiry and action at our school?
- How can we link our analysis of data to defining school improvement strategies?



Who are the students?

How are the students doing?

- *What does the data ...*
 - tell us ?
 - not tell us?
- *What questions does the data raise?*



Examining Educational Data

- ✓ What have you learned?
- ✓ Think about how you might want to present the data in your own student/community profile.
- ✓ How will you involve stakeholders in discussions about the profile?
- ✓ How will you ensure that all stakeholders utilize this data in their committee work?



What's Wrong with These Scenarios?

- Scenario #8: Daily Attendance
- Scenario #9: Student Achievement and Attendance
- Scenario #10: How Students
- Scenario #11: Referral and Achievement



Generalizations: Common Errors

- ✓ Overgeneralizing results and actions
- ✓ Inaccurate interpretation and misunderstanding
- ✓ Incomplete and misleading data summary or presentation
- ✓ Leaping to solutions and actions
- ✓ Confusing correlation with causation
- ✓ Unwarranted or unsupported explanations



Chapter I: 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) conclusions from data
- Appendix



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?



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?



Self-Check Questions (cont.)



- What is the value of having expected schoolwide learning results for all students?
- How will the FOL process assist the school in assessing the quality accomplishment of the learning results and academic standards by all students?



Learning Result

An interdisciplinary statement about what all students should know, understand, & be able to do by the time they graduate or complete the planned program.



Learning Results

- *global*
- *interdisciplinary*
- *all students*
- *assessable*



Sample Schoolwide Student Goals



- Problem solver
- Collaborative worker
- Information manager
- Perceptive thinker
- Healthy individual
- Academically competent individual
- Creative individual
- Technologically literate individual
- Involved citizen
- Productive worker
- Quality producer
- Effective communicator
- Self-directed learner
- Life-long learner
- Culturally empowered person
- World citizen

Note: Schoolwide Student Goals—another name for expected schoolwide learning results (ESLRs)



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.



Learning Result Activity

Select one of your school's ESLRs.

Discuss:

- What specific knowledge, skills, and understandings should a student demonstrate?
- What indicators should be used?
- How will these be measured?



Self-Check Questions

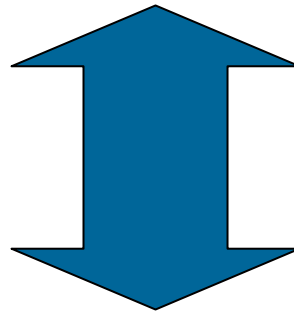


Expected Schoolwide Learning Results

- 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?



Schoolwide Focus Group



Home Group



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?



Observable evidence includes analyzing results of...

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





School Leadership

The school leadership...

- a) makes decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results,
- b) empowers the staff, and
- c) encourages commitment, participation and shared accountability for student learning.



School Leadership: Examples of areas to analyze...

- Administrator and faculty written policies, charts, and handbooks that define responsibilities and relationships
- Existing structures for internal communications, planning, and resolving differences
- Actions that are directly linked to student achievement



School Leadership: Examples of Indicators

- The school has existing structures for internal communication, planning and resolving differences.
- The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning



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



How Students Learn: Examples of Indicators

- The teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning.
- Students' working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment and application skills.



Criterion

<i>What evidence?</i>	<i>How obtain?</i>



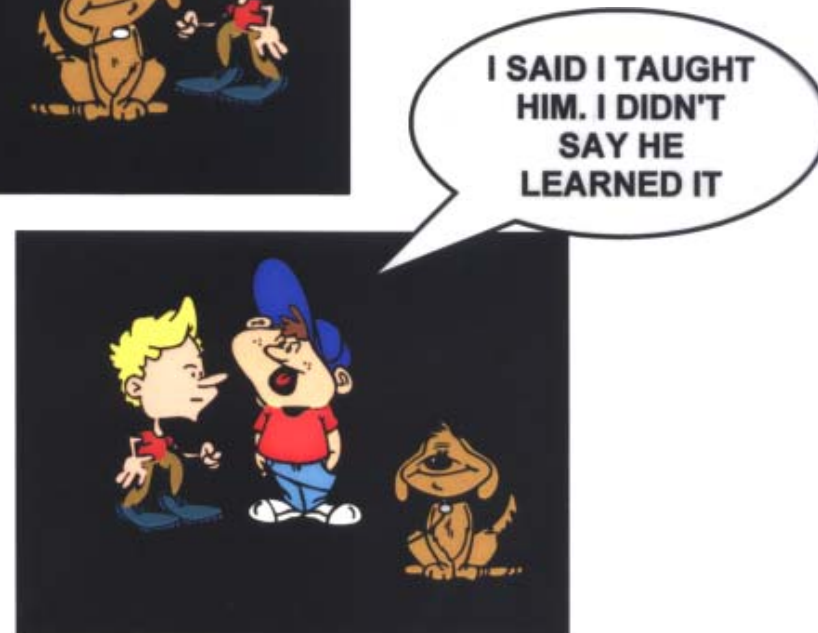
As a Table Group, select a subject area:

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



What do we need to do between now and March in order to begin the self-study process?







W

We

A

Are

S

Student-

C

Centered