ACS WASC
Visiting Committee Member Training

Fall 2015 Visits
Quality School Framework

- Curriculum
- Assessment
- Professional Learning
- Resource Alignment
- Culture and Climate
- Instruction
- Family and Community
- Equity
- Leaders
- Teachers
- Students Learning and Thriving
The School Community’s Work

Previsit Work of VC Members/Chair

Visit and Status Recommendation
ACS WASC

- Private, nonprofit
- Serves California, Hawaii, Pacific Islands, and worldwide (especially Asia)
- Extends services to over 4,500 pre-K to 12 schools
- Partners with 17 associations in joint accreditation partnerships
- Commission of 32 members from partner associations
How are the students achieving?

Is the school doing everything possible to support high achievement for all its students?
Where is the school now? Where’s it going? Does it have a good roadmap?
Visiting Committee Member Checklist

Previsit Preparation

__1. Receive the first letter from Visiting Committee chairperson that addresses:
   a. Requests for preferred areas of coverage during the visit
   b. Training session schedule reminder
   c. The review of accreditation materials

__2. Attend WASC member training.

__3. Study the school description, the Focus on Learning manual, and the reference cards
   Sections of Focus on Learning to emphasize: The Big Picture; The Self-Study:
   Background Information; The Self-Study; The Visit; The Follow-up; The Tools:
   Criteria/Suggested Evidence; Expected Schoolwide Learning Results (Schoolwide
   Learner Outcomes); Gathering Evidence.

__4. Become aware of the parameters of the self-study followed by the school:
   • the involvement and collaboration of stakeholders in the self-study
   • the clarification of the school’s purpose and expected schoolwide learning results
     (schoolwide learner outcomes)
   • the assessment of the actual student program and its impact on student learning with
     respect to the criteria
   • the development of a schoolwide action plan and integrated subject area/support
     program that addresses identified growth needs
   • the development and implementation of an accountability system for monitoring the
     accomplishment of the schoolwide action plan
Outcomes of Self-Study

Collaboration
Mission
Program-assessment
Involvement

Data
Schoolwide-learner-goals
Plan
ACS WASC Self-Study
ACS 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
Data and School Background

Chapter I: Profile
Chapter II: Progress Report
Chapter III: Profile/Progress Summary
Data

Demographic

Outcome

Process/Perception
Chapter II: Progress Report

1. Significant developments
2. Schoolwide critical areas for follow-up (last full visit and any midterm or special visit)
3. Ongoing follow-up processes
4. Progress, evidence, impact on student learning for Action Plan sections/goals showing integration of schoolwide key issues
5. Critical areas for follow-up not currently in Action Plan
Chapter III: Profile/Progress Summary

Implications of data and progress with respect to student performance

2 to 3 critical learner needs based on data, noting correlated schoolwide learner outcomes

Important questions that have been raised by the analysis of the student data about the critical learner needs (Used by home and focus groups)
ACSS WASC Criteria

Organization

Curriculum, Instruction, Assessment

Support

Resources
ACS WASC/CDE Criteria

- Organization
- Curriculum
- Instruction
- Assessment
- Support
### Analysis of Student Data and Achievement and Assessment of Program

<table>
<thead>
<tr>
<th>Criteria/Indicators</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings</td>
<td></td>
</tr>
</tbody>
</table>

(Addressed identified Critical Learner Needs and related Schoolwide Learner Outcomes)
One Plan
Road to the Action Plan

- Schoolwide Learner Outcomes
- Data
- Critical Learner Needs
- Criteria Strengths
- Criteria Growth Areas
- Action Plan
The School Community’s Work

Previsit Work of VC Members/Chair

Visit and Status Recommendation
ACS WASC/CDE Visiting Committee Report

Chapter I
Data

Chapter II
Progress

Chapter III
Process

Chapter IV

Organization

Curriculum

Instruction

Assessment

Culture/Support

Chapter V
Action Plan
Your prewriting responsibilities

Use Previsit Worksheet

Comments/questions on all chapters

Chapter IV: Criteria Category Assignments
B1: What Students Learn Criterion

The school provides a challenging, coherent and relevant curriculum for each student that fulfills the school’s purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered.

Schoolwide learner outcomes are interdisciplinary statements about what all students should know, understand and be able to do by the time they complete the planned program or graduate.

Indicators with Prompts

Integration Among Disciplines

Indicator: There is integration among disciplines at the school and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability and security is maintained.

Prompt: Evaluate to what extent is there integration among disciplines and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability and security is maintained.
B3. How Assessment is Used Criterion

Teacher and student uses of assessment are frequent and integrated into the teaching/learning process. The assessment results are the basis for (a) measurement of each student’s progress toward the schoolwide learner outcomes and academic standards, (b) regular evaluation, modification, and improvement of curriculum and instructional approaches, and (c) allocation of resources.

Indicators with Prompts

Appropriate Assessment Strategies

**Indicator:** The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc.

**Prompt:** To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills based? Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.
Read the **entire** report
Mark it up-Annotate
Look for alignment

**Complete** previsit worksheet
Comments-Questions

**Complete** your assignments

*Reference Card I, Stage I C-E or VC Member Checklists #6-7*
School’s Self-Study

At [school] we have created a four to six week professional development cycle that includes: learning a schoolwide strategy, practicing with teachers, practicing in class, being observed by a peer, and analyzing the student work in SWA. This cycle has benefitted our teachers, who are mainly new to the profession. They have developed in their instructional skill exponentially, rather than gradually over time.
C2: Instruction:  
Current Knowledge + Teachers as Coaches

Peer observation has given our teachers opportunities to both observe their peers using the school-wide strategies, but also to observe their own students in different academic classes and settings. This has proven to be invaluable to our grade level discussions and department meetings particularly as we look to improve writing. Teachers can see what other teachers do to engage students and to challenge them, which fosters tremendous collaboration among our professionals. Cycles have included: Rituals and Routines, Cornell Notes, 7 Habits, Accountable Talk, Frontloading Vocabulary, and a cycle of writing instruction is forthcoming.
Big Questions

Do the findings respond to what is being asked in the criteria?

Does the evidence support the findings?

Strengths? Prioritized growth areas?

What insight has the school gained about student learning, the critical learner needs, and the schoolwide learner outcomes?
Develop your prewriting notes:

Narrative
Supporting Evidence
Ideas for clarification
Assessing impact
Strengths
Growth Areas
Questions
During professional development sessions led by teachers, staff has studied a variety of strategies to engage and challenge students. These have been supported by peer and administrative observations and the report states that teachers’ improvement “has been exponential.” This same model will be used as they move forward to improve writing.
Evidence: Self-Study

Possible **Strength:**

Leadership and staff - professional development program itself – staff and data driven, research-based – build internal expertise to further student growth

Possible **Growth Area:**

Leadership and staff – Continue and expand professional development program – writing
Over the past three years, teachers have participated in professional development sessions led by teachers. They have learned and practiced a variety of strategies to engage and challenge students. Using both peer and administrative observations as checks, the Visiting Committee confirmed that a majority of staff regularly use two to five different strategies during each class period to more actively engage students.
Writing, speaking, questioning, and responding strategies are all incorporated. Teachers openly speak with one another about their own growth and continuing areas of weakness. Students are clear in expressing that “things are different all the time” and yet “all the teachers do sort of the same things. That makes it easier for me.” This excellent internal model will be used as staff moves more directly to improve writing.
C: Instruction

**Strength:** School leadership and staff’s close working relationship and respect that have helped produce an inexpensive, viable, and highly effective professional development program designed to support high quality student learning.

**Growth Area:** School leadership and staff expand their strong professional development program to include writing strategies, assignments, and assessment tools to support high quality academic writing for all students.

**Evidence:** Self-Study Report, classroom and professional development observations, conversations with students and teachers.
Layers of a Criteria Response

- General
- Individual Groups of Students
- Different Programs and/or Departments
- Critical Learner Needs
To the chair on time!
The School Community’s Work

Previsit Work of VC Members/Chair

Visit and Status Recommendation
Meetings

VC and Leadership Team

VC and Focus Groups

VC and Other Groups
Observations

Who
When
Where
How

Know what you need to find out!
Interviews

Your assigned areas of study
Key issues
Plan
Documents

Student work
Handbooks
Curriculum documents
Recruiting brochures
Powerful Questions

Action plan
All students
Critical learner needs
Criteria
Learner outcomes
Academic standards
Evidence analyzed
Powerful Questions

Understanding and use of data
Modifying learning and teaching
Feedback to students
Coaching colleagues in new strategies
Intended impact on student learning
Follow-up process
Powerful Strategies

Open ended
Presume they are doing it
Follow-up questions
Wait time
How can we increase our understanding of the school’s self-study findings and student learning through the initial dialogue with school leaders?
Meeting Preparation

Room arrangement
Timekeeper
Ensure clear agenda

VC Team Consensus on important questions
One Plan

Adequacy
Action steps
Understandable
Feasible
Commitment
Support
Barriers
Follow-up process
One Plan

Through implementing the action plan, what will be different for students as global citizens?
One year from now?
Two years from now?
Three years from now?

Public schools – Correlation with LCAP and SPSA
Visiting Committee Synthesis Meetings

What should the VC include at these daily meetings based on the key concepts of the criteria, the Self-Study, and findings during the visit?

How do you ensure the report reflects accurate school findings and a “Whole Visiting Committee” view?

Rewriting and Revising
Critical Areas for Follow-up

Those areas that **support** areas already identified in the action plan sections

Those areas that **strengthen** areas already identified in the action plan sections

Potential **additional areas** not addressed by school.
Critical Areas for Follow-Up

Who

What (diagnostic not prescriptive)

Why
Sample Critical Area for Follow-up

**Who**
The leadership, instructional staff, and other stakeholders increase the use of the results from analyzing student achievement data in modifying instruction, particularly in the areas of reading, writing, mathematics, and critical thinking skills to improve student learning.

**What**
Improve these Samples

The development of a systematic review process to assess the impact of education programs and materials on student learning.

The school needs to explore professional development that meets the instructional needs of the school.

Continue to move forward with curricular integration among the various disciplines in preparation for the Common Core State Standards.
Alignment, Alignment, Alignment

Important learning needs of the students
Correlation of major areas for follow-up to key issues
Rationale for accreditation status recommendation
Doc & Just-ratings,
comments, &
VC report findings
Accreditation Status Factors:
VC Recommendation and Commission Action

- Highly effective
- Effective
- Somewhat effective
- Ineffective
Accreditation Status

Six-Year Accreditation Status

Progress report at mid-cycle
Progress report and one-day visit at mid-cycle
Progress report and two-day visit at mid-cycle

One-or-Two-Year Probationary Status with an in-depth progress report and a two-day visit

Accreditation Status Withheld
Documentation & Justification

Short-short-form of the analytical summary of self-study looking at “to what extent” the school meets the criteria

plus

rationale for status
Visiting Committee Report
Public

Documentation & Justification
Confidential
Wednesday

VC and Leadership Team meeting
Whole school presentation
Not your school
you're going home

Big Issues

Team

confidential

learn

we NOT me

transparency
On the visit

**Do**
- Be a team player
- Validate, extend, not evaluate
- Support, not judge
- Celebrate successes
- Prepare and plan
- Listen
- Focus on important issues
- Work for consensus
- Work toward the action plan
- Confidentiality

**Don’t**
- Try to solve their problems; diagnostic not prescriptive
- Argue over words; do ensure ideas are captured and clear
- Focus on small things
- Talk about your school
- Over eat or over sleep
Resources

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We Are Student Centered