School’s Work

Visit

Pre-visit

WASC Basics

Visit
WASC Basics

Pre-visit
Connect
Communicate
Confirm
School Self-Study Report

WASC/CDE p. 19 + tasks

WASC p. 27+ tasks

Preface

Appendices
Mission & Learner Goals
Mission & Learner Goals

Data
Mission & Learner Goals

Data

Critical Academic Needs
Mission & Learner Goals

Data

Critical Academic Needs

What’s occurring
Read the entire report
Mark it up
Look for alignment
Persuasive essay

Pre-Reading
**Cover to cover**
- Not linear
- Take information from where it is
- Mark it up!

**Reread as necessary**
- Review criteria
- Consistency
- Matches and gaps
- Conclusions

**What questions are raised?**
- How important?
- How will you find out?

- Review: Reading the self-study
• Questions?
Pre-visit Preparation Work Sheet

Criteria/chapters assigned
Comments for ALL criteria
Comments for ALL chapters
Pre-writing

Has the school gained insight about the degree to which learning is being supported?

Does the action plan make sense in light of the information presented?

Is the action plan strong enough to make a difference?
Do the findings respond to what is being asked?
Are you learning more about critical academic needs?
What about differentiation & disaggregation?
Does the evidence support the findings, strengths, & prioritized growth needs?
D1&D2: Assessment & Accountability
Basis for Determination of Performance Levels

B3: How Assessment Is Used
Appropriate Assessment Strategies

The mastery model is a tightly held school-wide initiative designed to build intellectual perseverance and, as an intervention, to support students who do not demonstrate mastery of a specific standard on summative assessment. Each PLC fully embraces the mastery model concept. The implementation of the mastery model varies among PLCs.

Example 1  *From the self-study*
Is it important enough to address?

If yes, what must I think about

What is their concept of “mastery model”?
What do students know about it and its implementation?
Does this relate in any way to the critical academic needs?
What’s the discrepancy between embracing and implementing?
How can they/we tell it’s working?

Example 1
How might I find out?

Observations?
Documents?
Questions to ask? Of whom?

Example 1
Teachers have initiated use of the mastery model designed to build intellectual perseverance and to support students who do not demonstrate mastery of a specific standard on summative assessment. While faculty generally embraces the concept, its implementation varies among PLCs and among individual teachers.
Possible questions

How do students react to mastery model? The differences in implementation?
How does this affect the critical academic needs? Or not?
What’s in the way of full implementation?
Who/what moved them in this direction?

What do I need to look for?

Examples of this – current or past
Where is it working?

What documents might be helpful?

Professional development records?
Student records?

Example 1
Using the mastery model, teachers generally embrace the concept and its implementation varies greatly among PLCs. A new approach on a schoolwide basis, teachers express concern over students’ ability to master all the standards if extra time is spent, especially those struggling with reading comprehension. Students express confusion as some teachers allow them to repeat assignments and assessments to mastery and others take only the first grade. “It helps me when I can try again,” said one. District staff holds to a strict pacing plan that exacerbates the dilemma for both students and teachers. Current PLC discussions center on how to accommodate all the requirements and still support improved reading comprehension, the largest concern, especially for the large number of EL students.

Example 1  From the VC final report
• Questions?
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.

Peer observation has provided our teachers the opportunity to not only 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.
Important enough?
What must I think about?
How will I find out?
Possible questions?
What do I look for?
What documents would be helpful?

Example 2
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.

Example 2  *Pre-write*
C2: Instruction
Current Knowledge + Teachers as Coaches

B3: How Students Learn
Professional Development

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
C2. Instruction
Current Knowledge + Teachers as Coaches
B2: How Students Learn
Professional Development

Professional Development Cycles, including Peer Observation:
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, 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 model will be used as staff moves more directly to improve writing.

Example 2 From the VC report
Self-Study

Pre-write

Visit

VC Report
Do the findings respond to what is being asked by the criteria guide question(s)?

How does the evidence support the findings?
How does the evidence support the strengths:

Has the school gained insight about the degree to which learning is being supported?

Big questions
Pre-visit Worksheet

Criteria assigned
Comments for ALL criteria
Comments for ALL chapters
• Questions
WASC Basics

Pre-visit

Visit
Ideas! Questions?
Personal Stuff

Hotel  Reimbursement
Dress  Technology
Pack
Clear your calendar
Lesson Plans

Pre-Visit Double-Check
• Other concerns?
How are the students achieving?

Is the school doing everything possible to support high achievement for all its students?
• Hear the voices
• Learner goals/purpose
• Data
• Real program
• Action plan
• Follow-up process

Outcomes of self-study process
Data

Demographic

Outcome

Process/Perception

Data
Logical flow

1. Mission & Learner Goals
2. Data
3. Critical Academic Needs
4. Questions
Chapter 4

**Process**

- Home Groups
- Leadership Team
- Focus Groups

**Product**

- Response to criteria
- Evidence
- Strengths
- Key areas for follow-up

Professional knowledge
Data
Observations
Surveys/interviews
Student work
Documents
Chapter 4

**Process**
- Home Groups
- Critical Academic Needs and their Questions
- Leadership Team
- Focus Groups

**Product**
- Response to criteria
- Evidence
- Strengths
- Key areas for follow-up

Professional knowledge
Data
Observations
Surveys/interviews
Student work
Documents
Significant developments

Action Plan

Incorporated key areas for follow-up

Managing and monitoring

Chapter 3: Progress Report
One Plan
• Anything else?
What have you learned?
What difference will that make?
What are my priorities?

What are the critical elements for a successful visit?

How can I best prepare?
Not your school you’re going home

Team

Big Issues

confidential

transparency

learn

we NOT me
Chairperson + WASC Staff

Additional help
Resources
Enjoy  Learn  Benefit
Thank you!

Enjoy    Learn    Benefit