

Focus on. Learning

ACCREDITATION MANUAL FOR
SUPPLEMENTARY EDUCATION PROGRAMS



2007 EDITION

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PREFACE

If educational organizations are to concentrate all their energies and resources on successful student learning, a holistic, honest examination of the actual program for students is required. Through the use of empowering criteria, new communication patterns, evidence gathering techniques, and insight from fellow educators, the appropriate accreditation process can serve as a vehicle to move school community members into meaningful school wide improvement and accountability. For these reasons, the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC) has developed this modified protocol, entitled *Focus on Learning* for accrediting supplementary education programs.

The *Focus on Learning* process has already been widely accepted throughout the WASC region as integral to the “heart” of education-successful student learning. This has been demonstrated through a variety of *Focus on Learning* adaptations as WASC works jointly with numerous educational associations. Public, independent, and church-related private K-12 and adult schools value the basic components of *Focus on Learning* that can be institutionalized as the schools address growth areas that impact student learning. These include:

- The defining of quality achievement of learning expectations for every student by the stakeholders;
- The interdisciplinary dialogue based on evidence gathering and analysis about what students are going and producing; and
- The development, implementation, and accomplishment of appropriate action plans.

Therefore, educational entities view the *Focus on Learning* process as a living document.

WASC accreditation matters for the Supplementary Education Programs are handled by the Southern WASC office in Temecula.

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DEFINITION: SUPPLEMENTARY EDUCATION PROGRAM

A Supplementary Education Program (SEP) is an organization that offers programs of instruction in specific areas of learning designed for elementary and/or secondary age students, who are in need of, or desire, educational development in one or more areas. Student attendance in a SEP is limited to the time required for success in the specific area(s) of learning for which the student is enrolled. Typically, students who enroll in a SEP have had, are having, or look forward to having full-time participation in a comprehensive school and attend the supplementary education program as a means of strengthening specific abilities within their comprehensive education.

A SEP may be unaffiliated, part of an identifiable network, or exist through the auspices of a corporation dedicated to the provision of supplementary education either as owned by the corporation, a franchise of the corporation, or managed under a contract with the corporation. Regardless of these alternatives it is always accredited under its own name and responsibility.

FOCUS ON LEARNING: OVERVIEW

Background

The *Focus on Learning* accreditation process for WASC-affiliated institutions has resulted from intensive work of advisory groups composed of representatives from the WASC territory and from use in schools over several years. There has been a synthesis of issues and concerns from the WASC constituency with current thinking and research-based knowledge about teaching and learning. The basic concepts addressed in this accreditation process focus on student success in meeting certain learning expectation, that is, what each student should know, understand and be able to do upon completion of the planned program. *It should be noted that this accreditation manual is designed for use by SEPs only and is not intended for use in comprehensive public and private schools.*

Institutional Change

To ensure that the critical elements of school change are integral to the *Focus on Learning* design, the following specific features are included:

- The clarification of the SEP's purpose and learning outcomes for all students
- The involvement of the SEP's community in self-directed problem-solving
- The opportunity for (1) analysis of the actual program for students; (2) meaningful dialogue; (3) collaboration and shared decision-making
- The use of high quality criteria to analyze and program for students
- The development of action plans to support desired learning results
- The opportunity for an outside perspective regarding proposed changes through a Visiting Committee's dialogue and findings
- The monitoring of progress in meeting or redefining goals and actions through accreditation reviews and reports.

FOL Criteria

The criteria are research-based guidelines of systemic school improvement that address accreditation's central tenet: an educational organization operates with a clear understanding of its purpose. Specifically, in *Focus on Learning* educational organizations are assessed with respect to four categories of criteria. These are:

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

Purpose and Learning Expectations

An essential element of systemic improvement is a clear statement of purpose: What should students know and be able to do upon completion of the planned program? What does it mean to be an educated person? What is the most effective preparation of students for the future? The purpose provides the foundation for establishing the learning outcomes; these state the knowledge, skills, and understandings students should possess upon exit from a planned program. The attainment of the learning outcomes drives the instruction program and the support operations of the organization and therefore is integral to the accreditation process.

Evidence

Translating the organization's purpose into learning outcomes for students is a beginning. The self-study phase of the accreditation process revolved around an in-depth gathering of evidence that will enable an organization to take an honest look at what is and isn't working based upon the criteria and the learning outcomes. This verification is key to learning about the actual instruction experienced by students. Observable evidence includes, but is not limited to, analyzing the following:

- What students are doing and producing (student work)
- Student interviews and observations
- Hard data and information, such as attendance and test scores
- Other interviews, observations, etc.

Parameters for Analysis

The school's self-study is predicated on five key components. Through the completion of the accreditation process the school will have accomplished:

1. The involvement and collaboration of stakeholders in the self-study.
2. The clarification of the organization's purpose and the learning outcomes for students.
3. The assessment of the actual student program and its impact on student learning with respect to the criteria and the learning outcomes for students.
4. The development of action plans that integrate 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 plans.

Model Self-Study Process

The self-study process should provide an avenue by which the SEP's stakeholders examine the program for students collaboratively. After gathering of evidence, group discussion should be held that will result in the formulation of action plans that reflect the analyses of the stakeholders.

The tasks of the self-study focus on evaluating the SEP against the criteria and assessing the degree to which all students are achieving the learning outcomes. These tasks are given below:

- Task 1: Develop student and community profiles.
- Task 2: Clarify the SEP's purpose and the learning outcomes.
- Task 3: Summarize progress on recommendations from previous full self-study.
- Task 4: Review the criteria and identify what evidence is needed to compare the SEP's program with the criteria and the learning outcomes.
- Task 5: Gather and analyze evidence about the quality of the SEP's program with respect to the criteria and the learning outcomes.
- Task 6: Analyze and synthesize all information and data and other findings to determine growth needs within criteria categories.
- Task 7: Create comprehensive action plans that will drive achievement of the learning outcomes.
- Task 8: Ensure consensus on the action plans and the specific actions needed to support the plans.
- Task 9: Establish an ongoing follow-up process to monitor implementation and accomplishment of the action plans.

The Visit

After careful study of the Supplementary Education Program Report, a Visiting Committee composed of fellow educators will visit the SEP to provide an outside perspective from educators who are thoroughly familiar with the criteria used by the SEP. The Visiting Committee gives insight to the SEP through dialogue with stakeholders about the self-study findings and by its own gathering of evidence and analysis of student work. The resulting discussion and written results assist the organization in refining the action plans with respect to the criteria and the learning outcomes.

Follow-up

Subsequent to the visit, the SEP refines and implements the action plans. All follow-up is done with respect to evidence that students are accomplishing the established the learning outcomes. The governing authority and SEP are involved in the ongoing improvement process to ensure that the follow-up process is integral to the authority's and SEP's planning and goal setting.

FOCUS ON LEARNING CRITERIA

The *Focus on Learning* criteria are applicable to all educational organizations that WASC accredits. However, a few of the explanatory statements within the criteria may not be entirely relevant for all entities.

A. ORGANIZATION FOR STUDENT LEARNING

PURPOSE

1. The organization has established a clear statement of purpose that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted expected schoolwide learning results that form the basis of the educational program for every student.

GOVERNANCE

2. The governing authority (a) adopts policies which are consistent with the organization's purpose and support the achievement of the learning outcomes for the organization, (b) delegates implementation of these policies to the professional staff and (c) monitors results.

LEADERSHIP

3. The organization's leadership (1) makes decisions to facilitate actions that focus the energies of the organization on student achievement of the learning outcomes (2) empowers the staff and (3) encourages commitment, participation and shared accountability for student learning.

STAFF

4. The organization's leadership and staff are qualified for their assigned responsibilities, are committed to its purpose and engage in ongoing professional development that promotes student learning.

ENVIRONMENT

5. The organization has a safe, healthy, nurturing environment that reflects the organization's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

REPORTING STUDENT PROGRESS

6. Leadership and staff regularly assess student progress toward accomplishing the learning outcomes and report student progress to the rest of the community.

IMPROVEMENT PROCESS

7. Leadership facilitates organizational improvement which (a) is driven by plans of actions that will enhance quality learning for all students, (b) has community support and involvement, (c) effectively guides the work of the organization, and (d) provides for accountability through monitoring of the organization's action plan.

B. CURRICULUM AND INSTRUCTION

WHAT STUDENTS LEARN

1. The organization provides a challenging, coherent and relevant curriculum for each student that fulfills the organization's purpose and results in student achievement of the learning outcomes through successful completion of any course of study offered.

HOW STUDENTS LEARN

2. 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 organization's purpose and learning outcomes.

HOW ASSESSMENT IS USED

3. 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 learning outcomes, (b) regular evaluation and improvement of curriculum and instruction, and (c) allocation of resources.

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

STUDENT CONNECTEDNESS

1. Students are connected to a system of support services, activities and opportunities at the organization's site and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the learning outcomes.

PARENT/COMMUNITY INVOLVEMENT

2. Leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the organization's established support system for students.

D. RESOURCE MANAGEMENT AND DEVELOPMENT

RESOURCES

1. The resources available to the organization are sufficient to sustain the organization's program and are effectively used to carry out the organization's purpose and student achievement of the learning outcomes.

RESOURCE PLANNING

2. The governing authority and the organization's leadership execute responsible resource planning for the future.

THE SELF-STUDY

The self-study should be conducted with the involvement and collaboration of stakeholders. The size and nature of groups or committees that are engaged in the self-study process will depend in large part on the size and nature of the SEP. In any event, it is important that there be representation from those who have a stake in the SEP and that the self-study be reflective of a group process rather than the product of an individual. Those involved in the development of the self-study should be clearly identified in the written document as to their role and function in the process.

Summary of Products: Focus on Learning Report Format

Title Page

Table of Contents

Preface

- Explain the self-study process used to accomplish the parameters of the self-study and indicate any modifications from the model self-study process.

Chapter I: Corporate Status

- Respond to the statements on pages 13–14 regarding the corporate status of the SEP. Provide any additional comments that may be needed for clarification. List areas where growth is needed.

Chapter II: Student/Community Profile and Supporting Data

- Provide a Student/Community Profile Summary. Through this profile, the SEP clarifies its identity and purpose, identifies its client base, and documents the clients' needs and resources. This information forms the basis for the analytical work that will follow, determining not only whether the programs offered are of high quality but also whether they match current and emerging needs of the community they serve. Examples of documentation should include, but not be limited to, student population data, including ethnic background, and test information.
- Provide supporting data (charts, tables, graphs) and such other information as the schedule, summary of performance data, parent and student questionnaire data, etc. This information can be on exhibit during the visit.

Chapter III: Learning Outcomes

- State the SEP-wide outcomes for students.
- Discuss the process used to determine the SEP-wide learning outcomes.

Chapter IV: Progress Report

- Write a short, narrative description of action taken on each Visiting Committee recommendation from the previous full self-study or subsequent mid-term or special visits.

Chapter V: Self-Study Findings

- Respond to the statements on pages 17 to 81 that apply to each of the four categories. At the end of each category, identify the strengths that were found, and list and prioritize the areas that are identified as needing growth.
 - A. Organization for Student Learning
 - B. Curriculum and Instruction
 - C. Support for Student Personal and Academic Growth
 - D. Resource Management and Development

Chapter VI: Action Plans

- Describe the action plans for the organization that will include the following:
 - Statement of area for improvement
 - Brief statement of the rationale for identifying this area
 - The learning expectation(s) addressed
 - Specific steps
 - Person(s) responsible
 - Resources
 - Ways of assessing progress
 - Means to report progress to stakeholders
 - Strategies to be used by staff to accomplish the plans
 - The follow-up process

Chapter VII: Appendix

- Most evidence supporting the self-study can be provided on-site to the visiting committee. However, it may be appropriate to include in the appendix some results from questionnaires, interviews, student/community profile data, or other materials.

CORPORATE STATUS CRITERION

Please respond to the statements below by placing a check in the appropriate area(s). Make additional comments as needed. Develop a prioritized list of area(s) where growth may be needed.

The corporate status of the supplementary education program is clearly defined. There are no legal or proprietary ambiguities in ownership, control, or responsibility. Partnerships and/or any corporate linkages are expressed as enforceable agreements; and the program is approved for its operations by civil authority within whose jurisdiction it is located.

1. All legal documents that define and describe the corporate status of the SEP are on-site and readily available (e.g., articles of incorporation, franchise agreements, proprietary registration, partnership agreement).
 Fully Met Marginally Met Not Presently Met
 Cannot Be Met N/A
2. There is a charter, license, or permit issued by the appropriate civil jurisdiction that testifies the SEP has the authority to operate within that jurisdiction.
 Fully Met Marginally Met Not Presently Met
 Cannot Be Met N/A
3. There is identified access to a legal authority or counsel qualified to advise the SEP in its legal status, rights, and responsibilities, in the jurisdiction and in regard to other proprietary or corporate entities with which the SEP is in a contractual relationship.
 Fully Met Marginally Met Not Presently Met
 Cannot Be Met N/A
4. Documents that define and describe any legal proceedings pending or underway are available for examination. (Public documents only; attorney/client correspondence is privileged.)
 Fully Met Marginally Met Not Presently Met
 Cannot Be Met N/A
5. The SEP conducts no regular business activity that is outside the corporate or civil sanctions established by its legal status and the SEP has a governing or advisory body that provides advice and assistance to the SEP.
 Fully Met Marginally Met Not Presently Met
 Cannot Be Met N/A

Provide a narrative statement summarizing and evaluating the overall findings that pertain to the Corporate Status Criterion.

List the strengths that were found in this area.

List and prioritize the areas that pertain to this criterion that have been identified as needing growth.

WASC CRITERIA

Categories A through D

- Analyze the statements on pages 17 to 81 and place a check in the appropriate box (Highly Effective, Effective, Somewhat Effective, or Ineffective) that best reflects the extent to which the SEP is meeting the criteria.
 - **Highly Effective:** The results of the self-study provide evidence that this factor has had a high degree of impact on student learning, the SEP's program, and the SEP's operation.
 - **Effective:** The results of the self-study provide evidence that this factor has had a satisfactory level of impact on student learning, the SEP's program, and the SEP's operation.
 - **Somewhat Effective:** The results of the self-study provide evidence that this factor has had a limited impact on student learning, the SEP's program, and the SEP's operation.
 - **Ineffective:** The results of the self-study provide evidence that this factor has had little or no impact on student learning, the SEP's program, and the SEP's operation.
- Use the "Suggested Areas to Analyze" preceding each criterion as a guide to determining the extent to which it is being effectively met.
- After checking the appropriate box, briefly summarize the reason for your selection by reflecting on such areas as: "What's in Place," "What's Started," "What's on the Horizon," and "What's not in Place" for each criterion.

Category A. Organization for Student Learning

On the first page of each of the categories that follow are “Suggested Areas to Analyze” which are provided to assist in determining how effectively the SEP is meeting each criterion.

On the page(s) that follow each of the categories, the SEP’s self-study committee should:

- Mark the boxes that most closely describe how well the SEP is doing with respect to the criteria statement. The selection should be based upon the areas that were analyzed and should be supported by documentation. Examples of documentation are given, and these should be available for review by the on-site visiting committee.
- Following each series of boxes, the self-study committee should summarize and reflect on the selection that was made. (See page 14 to review specific details.)

Suggested Areas to Analyze

A1. School Purpose

To assist in responding to the statements on the next page, the following are “suggested areas to analyze” in determining how effectively the school is meeting the criterion.

- The written statement of purpose reflecting the beliefs and philosophy of the SEP and its constituency
- Student/community profile data and its impact on the SEP’s purpose and learning outcomes
- National and state educational issues
- The process for regular review or revision of the SEP’s purpose and learning outcomes
- The means by which the purpose and the learning outcomes are publicized
- The degree of consistency between the SEP’s purpose, the learning outcomes, and the programs
- Publications used to inform parents and community members about the SEP
- Additional evidence

The SEP purpose guides decisions and actions.

- Highly Effective Effective
- Minimally Effective Ineffective

Summarize and Reflect:

The learning outcomes are a translation of the SEP's purpose.

- Highly Effective Effective
- Minimally Effective Ineffective

Summarize and Reflect:

There is a clear and systematic network of communication of the SEP's purpose and learning outcomes within the SEP community.

- Highly Effective Effective
- Minimally Effective Ineffective

Summarize and Reflect:

Suggested Areas to Analyze

A2. Governing Authority

To assist in responding to the statements on the next page, the following are “suggested areas to analyze” in determining how effectively the SEP is meeting the criterion.

- The legal ownership and organization of the SEP
- The selection, composition and specific duties of the governing authority
- Board policies
- The connection between the governing authority’s policies and the SEP’s purpose and learning outcomes
- The relationship between the governing authority and the responsibilities of the professional staff
- The evaluation procedures carried out by the governing authority.
- The degree of participation of board in the development of the vision and learning outcomes
- Additional evidence

Authority and responsibility are allocated in a way that promotes effective functioning of staff at all levels.

- Highly Effective Effective
- Minimally Effective Ineffective

Summarize and Reflect:

Means of monitoring results have been identified.

- Highly Effective Effective
- Minimally Effective Ineffective

Summarize and Reflect:

Suggested Areas to Analyze

A3. School Leadership

To assist in responding to the statements on the next page, the following are “suggested areas to analyze” in determining how effectively the SEP is meeting the criterion.

- Written policies, charts, and handbooks that define responsibilities and relationships
- The existing structures for internal communications, planning and resolving differences
- Strategies for team building used at the school
- Examples of collaboration across the school
- The process for regular review of the existing structures
- The leadership’s processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning
- The level of actual staff involvement in actions focusing on successful student learning
- The degree to which the actions of the leadership are directly linked to student achievement of the expected schoolwide learning results
- Additional evidence

The SEP leadership empowers the staff and encourages commitment, participation and shared accountability for student learning.

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

Summarize and Reflect:

Suggested Areas to Analyze

A4. Staff

To assist in responding to the statements on the next page, the following are “suggested areas to analyze” in determining how effectively the school is meeting the criterion.

- Employment policies/practices related to qualification requirements
- Information of staff background, training, and preparation
- Staff assignments to maximize use of their expertise that will result in student achievement
- The feeling of the teachers about their sense of efficacy in their work as they translate the learning expectations into reality in their classes
- The written professional development plan
- The degree to which the environment enables teachers to focus on students accomplishing the learning outcomes

Additional evidence

There is clearly articulated supervision and evaluation process in place.

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

Summarize and Reflect:

Suggested Areas to Analyze

A5. School Environment

To assist in responding to the statements on the next page, the following are “suggested areas to analyze” in determining how effectively the SEP is meeting the criterion.

- The policies, codes, and use of resources to ensure a safe, healthy, nurturing environment that is conducive to learning
- The level of understanding of the codes of student conduct by students, teachers, and parents (if applicable)
- The degree to which caring, concern, and high expectations for students is demonstrated on a daily basis
- The degree to which specific strategies demonstrate an atmosphere of trust, respect, and professionalism
- The level of mutual respect, two-way communication, and support in relationships among the staff, between staff and students, between staff and parents where applicable, and between staff and leadership
- The level of teacher support and encouragement to utilize innovative approaches to enhance student learning
- Student work
- Interview data from students, staff, leadership
- Telephone and written communication to and from the home
- Additional evidence

Written policies and procedures are in place to ensure a safe, healthy, nurturing environment that is conducive to learning.

- Highly Effective Effective
- Minimally Effective Ineffective

Summarize and Reflect:

Student and staff have a good understanding of safety policies and procedures

- Highly Effective Effective
- Minimally Effective Ineffective

Summarize and Reflect:

Suggested Areas to Analyze

A6. Reporting Student Progress

To assist in responding to the statements on the next page, the following are “suggested areas to analyze” in determining how effectively the SEP is meeting the criterion.

- The ways student progress is determined and monitored
- The existing standards used in the determination of learning
- The degree to which the linkage between what is learned and the learning outcomes is understood by staff, students, and parents (if applicable)
- Student work/performance to determine the degree to which students are achieving the learning outcomes
- Student follow-up studies
- The procedures to communicate to the governing authority and members of the SEP community about student progress
- The degree of correlation between SEP improvement, professional development activities/topics and student progress
- Lists of students completing the program; students progressing from one level to another; student progress in their regular school program
- Additional evidence

Suggested Areas to Analyze

A7. Improvement Process

To assist in responding to the statements on the next page, the following are “suggested areas to analyze” in determining how effectively the SEP is meeting the criterion.

- Rosters, minutes of meetings, interview/survey data or other indicators of inclusion showing that the planning process is broad-based and collaborative
- The degree of correlation between the SEP plans and analysis of student achievement of the learning outcomes
- The degree of correlation between allocation of time/fiscal/personnel resources, improvement plan, and learning outcomes
- Appropriate levels of specificity in the SEP plans
- The specific benchmarks and accountability tools used in the monitoring process
- Indications of the number of staff involved in SEP action plans
- Evidence of employer involvement in SEP improvement or implementation of action plans
- Data or information gathered from ongoing contact with program participants
- Additional evidence

Leadership has demonstrated an understanding of ongoing improvement and the importance of plans of action to enhance learning for all students.

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

Summarize and Reflect:

Summary Statements

A. Organization for Student Learning

List the strengths that were found in Category A.

List and prioritize the areas in Category A that have been identified as needing growth.

Category B. Curriculum and Instruction

On the first page of each of the categories that follow are “Suggested Areas to Analyze” which are provided to assist in determining how effectively the SEP is meeting each criterion.

On the page(s) that follow each of the categories, the SEP’s self-study committee should:

- Mark the boxes that most closely describe how well the SEP is doing with respect to the criteria statement. The selection should be based upon the areas that were analyzed and should be supported by documentation. Examples of documentation are given, and these should be available for review by the on-side visiting committee.
- Following each series of boxes, the self-study committee should summarize and reflect on the selection that was made. (See page 14 to review specific details.)

Suggested Areas to Analyze

B1. What Students Learn

To assist in responding to the statements on the next page, the following are “suggested areas to analyze” in determining how effectively the SEP is meeting the criterion.

- The degree of consideration by the SEP to citations and indications of current educational research and thinking related to the various subject areas and curricular programs in order to maintain a viable, meaningful instructional program for students (e.g., state and national standards, curriculum associations, affiliated educational associations)
- The degree of consideration by the SEP of national/community/student issues and needs in the modification of the curricular program
- The written competencies for each subject area and level
- Evidence that learning outcomes have been used as the basis for development of curricular goals, teaching process, evaluation of learning and instructional competencies
- Evidence of student work and engagement in learning that demonstrate the implementation of the curricular goals including effective communications, critical thinking, problem solving and application of concepts and skills in realistic situations
- The procedures used for curriculum development, evaluation and revisions
- Policies regarding course completion, certification, credits, grades, homework, etc., that guide student progression through the program
- Evidence of a challenging, coherent, and relevant curriculum
- Class schedules
- Class enrollment lists
- The assessment processes used by the professional staff to measure the learning outcomes
- Student follow-up studies that provide insight to the effectiveness of the instruction
- Additional evidence

The SEP has defined what all students should know and be able to do for each subject area and this is reflected in the taught curriculum.

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

Summarize and Reflect:

Suggested Areas to Analyze

B2. How Students Learn

To assist in responding to the statements on the next page, the following are “suggested areas to analyze” in determining how effectively the SEP is meeting the criterion.

- The planning processes for the implementation of a variety of learning experiences that actively engage students at a high level of learning that is consistent with the SEP’s purpose and the learning outcomes
- Demonstration that students are actively engaged in learning, especially through examination of students working and their work
- Student use of resources for learning beyond the limits of the textbook such as effective use of technology
- The degree of student understanding of the expected level of performance
- The degree to which teachers implement teaching techniques that enhance the active involvement of students appropriate to the subject matter
- Students’ working and their work that demonstrates critical thinking, problem solving, knowledge, and application
- Student portfolios, projects/performance/discussions
- Observations of students working
- The degree to which various learning styles are addressed through the instructional approaches
- The level of teacher currency and master of instructional content relative to the subject matter
- Additional evidence

Suggested Areas to Analyze

B3. How Assessment is Used

To assist in responding to the statements on the next page, the following are “suggested areas to analyze” in determining how effectively the SEP is meeting the criterion.

- The nature and types of assessment that teachers regularly use to measure student progress toward acquiring a specific body of knowledge or skills such as portfolios, oral, or group projects, etc.
- The correlation of assessment to learning outcomes, curricular objectives, course competencies and instructional approaches use
- Student work that demonstrates understanding and application of knowledge and skills
- Student portfolios, projects/performance discussions
- Student assessment of the learning
- The monitoring of student progress over time
- The modifications and revisions in the curriculum and instruction as a result of student assessment, both collectively and individually
- The allocation of resources based upon assessment of the learning outcomes
- Additional evidence

The teacher and student use of assessment is integral to the teaching/learning process.

- Highly Effective Effective
- Minimally Effective Ineffective

Summarize and Reflect:

Assessment results measure the progress of students toward defined content standards and the learning outcomes.

- Highly Effective Effective
- Minimally Effective Ineffective

Summarize and Reflect:

Summary Statements

B. Curriculum and Instruction

List the strengths that were found in Category B.

List and prioritize the areas in Category B that have been identified as needing growth.

Category C. Support for Student Personal and Academic Growth

On the first page of each of the categories that follow are “Suggested Areas to Analyze” which are provided to assist in determining how effectively the SEP is meeting each criterion.

On the page(s) that follow each of the categories, the SEP’s self-study committee should:

- Mark the boxes that most closely describe how well the SEP is doing with respect to the criteria statement. The selection should be based upon the areas that were analyzed and should be supported by documentation. Examples of documentation are given, and these should be available for review by the on-side visiting committee.
- Following each series of boxes, the self-study committee should summarize and reflect on the selection that was made. (See page 14 to review specific details.)

Suggested Areas to Analyze

C1. Student Connectedness

To assist in responding to the statements on the next page, the following are “suggested areas to analyze” in determining how effectively the SEP is meeting the criterion.

- Student profile
- The correlation of personalized student support with student achievement of the learning outcomes
- The strategies to develop students’ self-confidence
- Additional evidence

Suggested Areas to Analyze

C2. Parent/Community Involvement

To assist in responding to the statements on the next page, the following are “suggested areas to analyze” in determining how effectively the SEP is meeting the criterion.

- The level of parent and community involvement in the SEP’s program
- The level of understanding regarding student achievement of the learning outcomes
- Additional evidence

The SEP has a well-developed system for communications with parents regarding specific problems, issues, and general SEP information.

- Highly Effective Effective
- Minimally Effective Ineffective

Summarize and Reflect:

The SEP's stakeholders take part in planning for the SEP's further development.

- Highly Effective Effective
- Minimally Effective Ineffective

Summarize and Reflect:

Summary Statements

C. Support for Student Personal and Academic Growth

List the strengths that were found in Category C.

List and prioritize the areas in Category C that have been identified as needing growth.

Category D. Resource Management and Development

On the first page of each of the categories that follow are “Suggested Areas to Analyze” which are provided to assist in determining how effectively the SEP is meeting each criterion.

On the page(s) that follow each of the categories, the SEP’s self-study committee should:

- Mark the boxes that most closely describe how well the SEP is doing with respect to the criteria statement. The selection should be based upon the areas that were analyzed and should be supported by documentation. Examples of documentation are given, and these should be available for review by the on-side visiting committee.
- Following each series of boxes, the self-study committee should summarize and reflect on the selection that was made. (See page 14 to review specific details.)

Suggested Areas to Analyze

D1. Resources

To assist in responding to the statements on the next page, the following are “suggested areas to analyze” in determining how effectively the school is meeting the criterion.

- The relationship of decisions about resource allocations to the SEP’s purpose and assessment of the learning outcomes
- The degree of involvement of leadership and staff in the resource allocation
- The annual budget
- The most recent audit
- Protections against mishandling of institutional funds
- The business and accounting practices
- The adequacy of the facilities to meet the purpose of the SEP, i.e., safe, functional, and well maintained

The SEP has in place and is further defining procedures for ensuring a well-qualified staff, adequate facilities, and adequate instructional materials.

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

Summarize and Reflect:

Suggested Areas to Analyze

D2. Resource Planning

To assist in responding to the statements on the next page, the following are “suggested areas to analyze” in determining how effectively the school is meeting the criterion.

- A master resource plan
- The procedures for regular examination of the master resource plan to ensure the continual availability of appropriate resources that support the SEP’s purpose and learning outcomes
- The marketing strategies used to support the implementation of the developmental program
- The research and information used to form the master resource plan
- The involvement of stakeholders in the future planning
- SEP leaders involved in informing the appropriate authorities about financial needs of the organization
- Additional evidence

Governing authorities and SEP leaders are involved with informing the appropriate entities and constituencies about the financial needs of the SEP.

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

Summarize and Reflect:

Summary Statements

D. Resource Management and Development

List the strengths that were found in Category D.

List and prioritize the areas in Category D that have been identified as needing growth.

ACTION PLAN

The self-study process includes development of action plans that will guide the SEP improvement process in a systematic fashion. The plan will list short- and long-range improvement goals and identify plans to achieve the goals including methods of evaluation. The following page provides a suggested model that includes the various elements of an action plan.

The action plan should focus on the major growth areas that have been identified throughout the four categories of the self-study, especially as they relate to the learning expectation for students. After the on-site visit, the action plan may need to be modified to accommodate growth areas that are suggested by the Visiting Committee.

SAMPLE ACTION PLAN FORMAT

Area for Improvement (growth area):

Rationale:

Learning Expectation(s) Addressed:

Action	Person(s) Responsible	Resources	Assessment	Timeline	Report of Progress