Webinar Information

Key in questions and comments in the public chat space near the bottom of your screen. Please send comments and questions to “All Participants.” You may, however, send a private chat to either all or individual presenters or participants. Do introduce yourselves to all of us using the public chat space.

All participants are muted on sign-in. To use VoIP, participants must have a working microphone and speaker on their computers. “Raise your hand” (located on the left bottom of the participants panel) and send a “chat” that you want to speak. We will open your mic. Please lower your hand when you’ve finished by clicking the same hand icon.

Technical issue? Please send your concern to our producer, Cynthia Newton, through the public chat space. She’ll get you the help you need.

There will be two 7-minute breaks during the presentation.

This webinar session will be recorded and posted on the ACS WASC website! There will be a link on the ACS WASC website.  www.acswasc.org
Understanding the screen

- Raise your hand and request permission to speak
- Respond to a quick poll
- Follow chat conversation
- Enter your questions/comments and select recipients

How are the students achieving?
Is the school doing everything possible to support high achievement for all its students?
Before we start, think about

• **My preparation:** What great ideas do I have to prepare myself for this adventure?

• **My homework:** How will I maximize my time as I complete my preliminary writing? Writing tips?

• **My other homework:** How might I choose among the many things that need clarification? The many things I’m interested in learning about?

We’ll be sharing during the webinar.
ACS WASC

Focus on Learning

Experienced Visiting Committee Members

2015 Visits Webinar

ACS WASC & ACS WASC/CDE
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Your Screen

How are the students achieving?
Is the school doing everything possible to support high achievement for all its students?

Enter your questions/ comments and select recipients

Raise your hand and request permission to speak

Respond to a quick poll

Follow chat conversation
Quality School Framework
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
ACS WASC Accreditation Cycle

Follow-up

Reassess

Focus on Learning

Self-Study

Assess

Plan

Implement

Visit
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
ACS WASC Self-Study

Preface

Chapter I
Data

Chapter II
Progress

Chapter III
Conclusions

Chapter IV
Organization

Chapter IV
Curriculum
Instruction
Assessment

Chapter IV
Support

Chapter IV
Resources

Chapter V
Action Plan

Appendices
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
School Organization

Focus Groups Criteria

Profile Team
Leadership Team Plans & Guides

Home Groups
Data, Observations, Interviews, Student Work, & Criteria

ACS WASC ©2014
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)
Analysis of Student Data and Achievement and Assessment of Program

<table>
<thead>
<tr>
<th>Criteria/Indicators Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Addressed identified Critical Learner Needs and related Schoolwide Learner Outcomes)</td>
<td></td>
</tr>
</tbody>
</table>
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 Visiting Committee Report

Preface

Chapter I
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Chapter II
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Chapter III
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Chapter IV
Curriculum
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Chapter IV
Support

Chapter IV
Resources

Chapter V
Action Plan
ACS WASC/CDE Visiting Committee Report

Chapter I
Data

Chapter II
Progress

Chapter III
Process

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Organization

Chapter IV
Curriculum

Chapter IV
Instruction

Chapter IV
Assessment

Chapter IV
Culture/Support

Chapter V
Action Plan
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
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?
Your prewriting responsibilities

Use Previsit Worksheet

Comments/questions on all chapters

Chapter IV: Criteria Category Assignments
Develop your prewriting notes:

Narrative
Supporting Evidence
Ideas for clarification
Assessing impact
Strengths
Growth Areas
Questions
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
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
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

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.
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

transparency

we NOT me

learn
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

WASC
www.acswasc.org

WASC Northern California Office
650.696.1060 mail@acswasc.org

WASC Southern California Office
951.693.2550 mailsocal@acswasc.org

Sylvia Taylor
650.235.8621 staylor@acswasc.org

Chairperson

California Department of Education
www.cde.ca.gov
We Are Student Centered