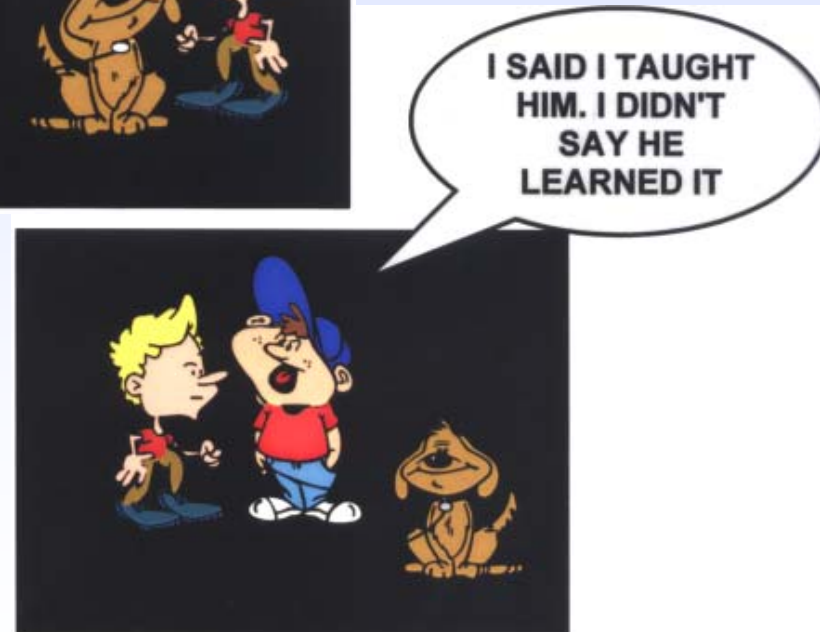




WASC Visiting Committee Chair Training

Spring 2010







Reflect:

In what way is the WASC accreditation process like a river's journey?





WASC Six-Year Cycle

Year Six — Past Cycle: Completion of Self-Study/Visit

Year One: Progress Report, Updated Profile and Refinement of Action Plan

Year Two: Progress Report, Updated Profile and Refinement of Action Plan

**Year Three: Midterm Progress Report with Updated Profile
(may include one-two day review) Refinement of Action Plan**

Year Four: Progress Report, Updated Profile 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



Update on WASC Issues/Changes

- **Strategic Planning Process**
- **Transparency of Visiting Committee**
- **Reimbursement Procedures for Full Visits**
- **Changes for the Postsecondary Process**
- **Accreditation Regions**



Update on WASC Issues/Changes

- **Webinars**
- **Visiting Committee members**
- **Midterm, One, Two, and Three Year Revisit Procedures**
- **WASC Website**
- **Postponements: Chair Input — Contact us as issues arise.**



Major Emphases Prior To Visit

Discussion Areas:

- **Visiting Committee Chair Checklist and shorter WASC Chair Expectations**
- **School's understanding of accreditation as an ongoing "nonhyperventilating" process**
 - ❖ *What are strategies to grasp the school's understanding of the ongoing process?*



Major Emphases Prior To Visit

Discussion Areas:

- **Schoolwide Student Goals: Student Needs and 21st Century Skills**
- **Critical Academic Needs: Relationship to Schoolwide Student Goals**
 - ❖ *What should be examined prior to the visit to clarify the school's overarching schoolwide student goals and the critical academic needs?*
 - ❖ *What if there is not a correlation?*



Major Emphases Prior To Visit

Discussion Areas:

- Information needed by the chair prior to the visit
 - WASC history, esp. since last full visit
 - Previous self-study and VC report
 - Midterm report and VC report
 - Revisit report(s) and VC report(s)
 - Current Schoolwide Action Plan and plans for each prior year since last self-study
 - Current Student/Community Profile
 - Other pertinent background information



Update on Self-Study Process

- **Flexibility**
- **Progress Report**
- **Student/Community Profile**
- **Schoolwide Student Goals (ESLRs)
(including critical academic needs)**
- **Linkage Standards and ESLRs**
- **Findings based on observable evidence**
- **Alignment of growth areas and action plan**
- **One plan**
- **Ongoing assessment and refinement of action plan**



Major Emphases Prior To Visit

Discussion Areas:

- **Use of Student/Community Profile Summary**
 - **Implications of the Data**
 - **Two to Three Critical Academic Needs**
 - **Important Questions for all Home and Focus Group Work**



Profile Links to Home/Focus Group Work

- ❖ Review the relationship of the profile summary, especially the critical academic needs and the important questions to the home/focus work.*
- ❖ What do you do as a chair to ensure this link in your review of the student/community profile and a sample focus group summary? (preferably curriculum, instruction, and assessment areas)*



Major Emphases Prior To Visit

Discussion Areas:

- Schoolwide Action Plan and Progress Report
 - ❖ *Upon review of the draft progress report, what do you do when the report simply responded to the critical areas for follow-up?*



Chapter III: 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 (ESLRS)?



Major Emphases Prior To Visit

Discussion Areas:

- Focus Group Summaries: Findings with Supporting Evidence and Impact on Student Learning and Well-Being
- Size of Focus Groups at School



Assessment and Accountability

- D1.** The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.
- D2.** Teachers employ a variety of assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.



Assessment and Accountability

Example of an indicator and correlated prompt for D1 and D2:

Indicator

- Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Prompt

- Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.



Assessment and Accountability

Examples of areas to analyze for D1 and D2...

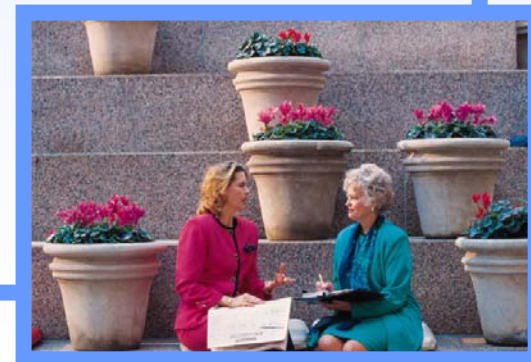
- Types of assessment teachers regularly use
- How growth is determined and monitored
- Extent to which assessment used to improve instruction for students
- Examples of standards-based curriculum assessments
- Modifications and revisions in curriculum and instruction based upon assessment



Focus Group Summary

Ask ...

- Do the findings respond to what is being asked by the criteria guide question(s)?
- How did the evidence support ...
 - ❖ the findings?
 - ❖ the strengths:
 - ❖ the prioritized growth needs?
- Has the school gained insight about the degree to which learning is being supported?





A Practice

- ❖ *Review the sample focus group summary on assessment using the focus group evaluative questions.*
- ❖ *As a group, identify specific actions that the school should do prior and during the visit to strengthen this section.*



Major Emphases Prior To Visit

Discussion Areas:

- **The Schedule for the Visit (See WASC Chair Expectations)**



Questions about the Schedule

- ❖ *How do you ensure the VC members gathers quality information from all the subject areas or programs and other support staff member?*



A Practice: Agenda for Initial Leadership Team Meeting

- ❖ As a group create an agenda that includes topics and specific generic questions that should be asked at the initial Leadership Team meeting.***
- ❖ Specifically, determine questions that should be asked about the schoolwide action plan and follow-up.***

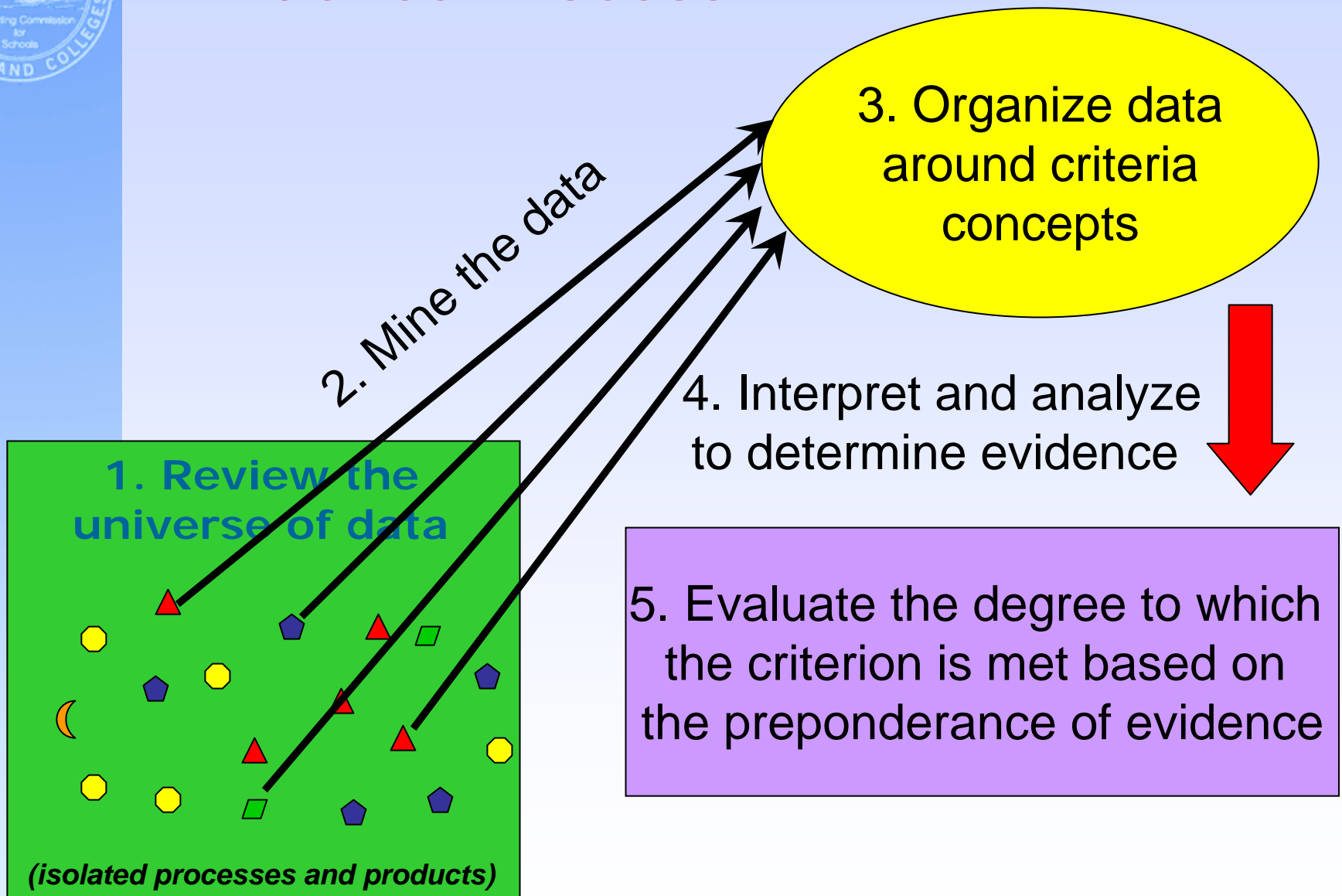


Major Emphases During The Visit

Discussion Areas:

- **Gathering Evidence during the Visit:
Types of Evidence/Strategies and
Approaches**

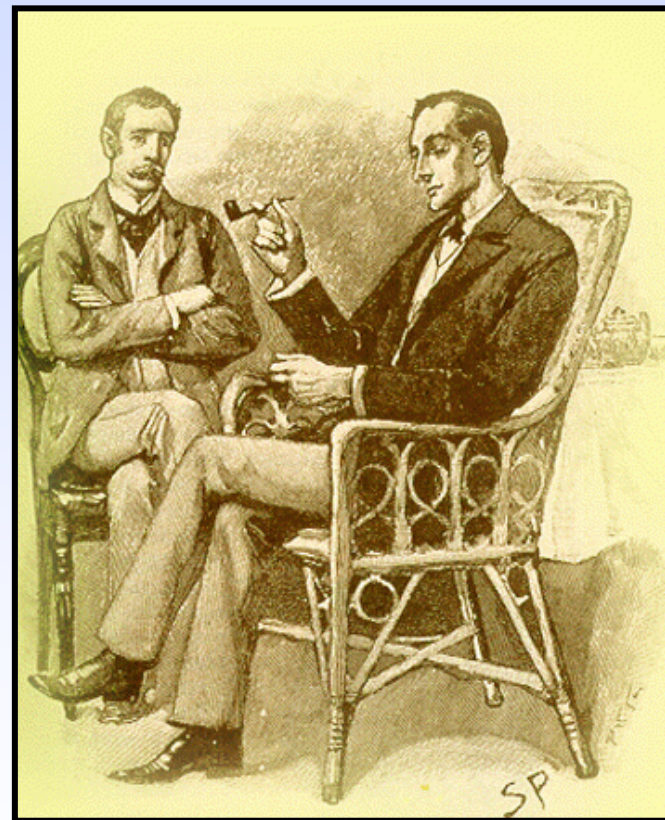
Evidence Process



Sherlock Holmes on data

“No data yet,” he answered. “It is a capital mistake to theorize before you have all the evidence. It biases the judgment.”

From: *The Lauriston Gardens Mystery*





Gathering Evidence: An Update

- ❖ *Share specific tips for your VC members on getting the most important information – basic facts, reflections, or clarifications.*



Major Emphases During The Visit

Discussion Areas:

- **Schoolwide Action Plan: Work with School during the Visit**



Action Plan Sections Suggested Components

- 1. Statement of area for improvement, including growth targets**
- 2. Rationale for area based on self-study findings**
- 3. Link to one or more expected schoolwide learning results**
- 4. Ways of assessing progress, including impact on student achievement**
- 5. Means to monitor and report progress**



Action Plan Sections Suggested Components

- 6. Specific steps, including professional development**
- 7. Timeline (month, year)**
- 8. Who's responsible and involved**
- 9. Resources**



Final Product – One Umbrella Plan



Strategic Plan
Single Plan for Student Achievement
CA SAIT
Technology Plan
Staff Development Plan



Schoolwide Action Plan



Visualize what will be different for students....

- **One year from now?**
- **Two years from now?**
- **Three years from now?**



A Practice: Daily Leadership Team Meetings, Focus Group and Other Meetings

- ❖ **Design specific questions regarding the school's action plan and the ongoing follow-up that need to be discussed daily, especially at the final Leadership Team meeting.**
- ❖ **Generate specific questions that should be discussed with the Focus Groups and other meetings to determine the understanding of the schoolwide action plan, its impact, the monitoring, etc.**



Major Emphases During The Visit

Discussion Areas: Term Determination

- **Alignment of Ratings for Accreditation Term Factors and Visiting Committee Report, including the Critical Areas for Follow-up**
- **Degree to which the factor has impacted student learning, the program and operations**
 - **Highly Effective**
 - **Effective**
 - **Somewhat Effective**
 - **Ineffective**



A Review

- ❖ *Review strategies to ensure alignment of the...*
 - ✓ *Critical areas for follow-up with the key issues in each criteria category*
 - ✓ *Ratings and narratives with the VC report*



Pre-visit: Timely Open, Ongoing Communication

- **Ongoing coaching and communication with school leaders prior to visit**
- **Member update of e-mail and phone numbers, including cell phone**
- **Member preferences, attendance at training, thorough preparation and pre-writes**
- **Continual communication with members prior to visit**



During Visit: Timely Open, Ongoing Communication

- Asking the most important questions related to high expectations for all students, student achievement and meeting the WASC or WASC/___ criteria
- Daily oral discussions with Principal/ Head (chair) and Leadership Team (entire VC)
- Discussion of the draft report with the Leadership Team
- Ongoing synthesis meetings with the Visiting Committee members
- Oral report to all shareholders



Visiting Committee Report

- **Achievement Data included in Chapter I**
(Copy from school's student/community profile)
- **Use of the WASC criteria indicators to ensure thorough analytical summary of each criterion within the VC report**
- **Following the VC Report Format**
- **Chapter IV, Part B: Schoolwide Strengths and Critical Areas for Follow-up**
- **Correlation of Critical Areas to Key Issues**



Completion of Final Products by Close of Visit

- Draft visiting committee report left with school
- Chair sends ballot and documentation/
justification to WASC
- Final visiting committee report sent to school within two weeks after visit
- School sends 10 copies of report to WASC
- Deadlines for January, April, and June Commission meetings: January 2, April 1, and June 2, 2010



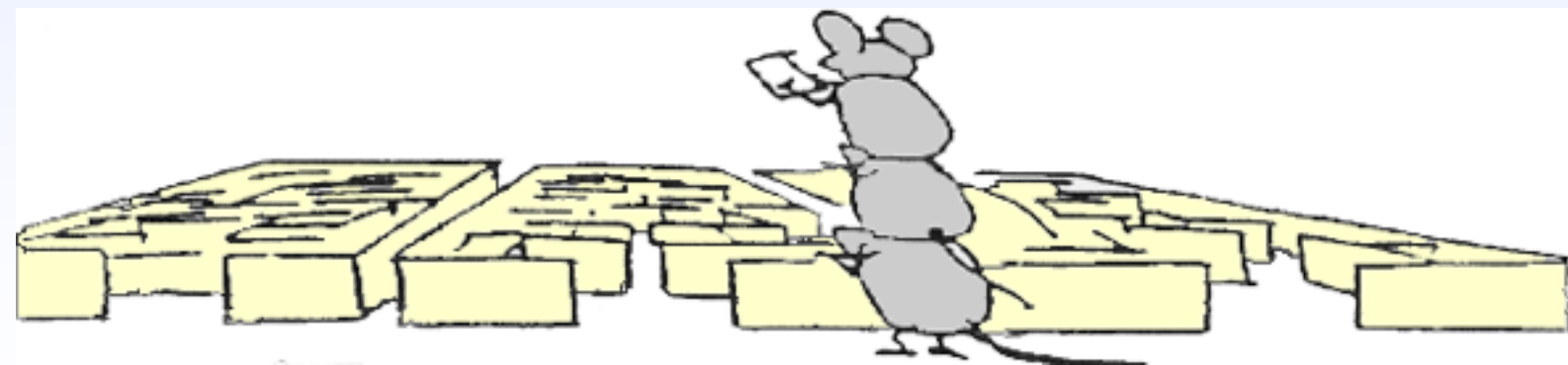
Single Schoolwide Action Plan

Ongoing Improvement:

- **School's Revision of A Single Schoolwide Action Plan**
- **Sent to WASC by June 1st**



Together We Can Do More





Synergy

The whole is greater than the sum of the parts

“Interdependence is the paradigm of WE:
WE can do it; WE can cooperate;
WE can combine our talents and abilities and create
something greater - together.”

-Stephen Covey

*Quality teams capitalize on the different
perspectives, skills, strengths, styles, experiences of
team members*



We Are Student-Centered

Reflect upon today's session:

- ❖ **For this year's visit, what are the most important emphases that will focus the school on high-quality learning for all students and ongoing school improvement?**