CRITERION 5: INSTRUCTIONAL PROGRAM

CRITERION: The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve Schoolwide Learner Outcomes and course objectives. Faculty members are given ongoing training in various instructional strategies that allow them to address the varied learning styles of students in their classrooms.

Indicator 5.1
The school provides high-level instruction with appropriate breadth, depth and rigor and sequencing for all programs and courses.

Findings
The School consistently provides its students with high-level instruction. Teachers in all departments follow state and/or district curricular guidelines for their specific courses and areas of study. Some adaptations of these guidelines are implemented to meet the unique needs of the Adult School population and programs. Curricular guidelines include, but are not limited to:

- District Curriculum Mapping
- California State Standards
- Model Curriculum Standards
- Textbook recommended scope and sequence

In order to ensure that instruction has the appropriate breadth, depth, rigor and sequencing for all programs and courses, the School believes in regularly assessing the quality of instruction in the classrooms. This is accomplished through:

- Administrators' observations on both a formal and informal basis
- Department chairs' informal classroom visits
- Peer visits to classrooms
- Honest and open dialogue among colleagues in department and leadership meetings

However, the best measurement of the quality of instruction is candid student feedback received through:

- Student surveys throughout and at the end of each course
- Conversations with students and class discussions
Student feedback is an invaluable tool that aids teachers in adjusting their teaching methods and strategies to meet the needs of students and to ensure that they receive the highest quality and most effective instruction.

The School staff recognizes that to provide high-level instruction, it is important that faculty members keep current in instructional strategies in their areas of expertise. Faculty members take every opportunity to keep current in instructional strategies to offer engaging, meaningful instruction in their classes.

Many teachers attend off-campus conferences and seminars in their areas of expertise. Among the professional organizations which offer quality professional development for teachers are:
- CCAE
- CATESOL
- CALPro
- School District Educational Services
- OTAN
- CUE
- CA Council for Social Studies
- CBEA
- California Mathematics Council

Several faculty members have furthered their professional development through earning graduate degrees and advanced certifications, in some cases earning honors in their fields. These teachers have been engaged in thesis projects while working towards their masters’ degrees. Findings from their research have been and continue to be presented at the Leadership meetings.

In addition to off-campus training, teachers regularly collaborate with their colleagues by sharing effective instructional strategies in their department meetings, Leadership meetings, and trainings offered by colleagues.

Many teachers keep current in their areas of expertise by taking online courses, studying online professional development videos, and engaging in webinars on topics such as:
- California State Standards
- Model Curriculum Standards
- TOPSPro and CASAS
- GED conferences
- Content-specific teaching strategies

The Adult School faculty also studies and implements strategies from research-based articles and other professional literature. Teachers also gain valuable training from other leaders in their field of instruction.
Indicator 5.2
The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Findings
The Adult School faculty members use differentiated instruction to accommodate multiple intelligences as appropriate to specific areas of study and courses. Teachers use their professional experience and training to select the most effective strategies for their particular course and student population, making adjustments throughout the lesson based on the needs of their students.

Some common teaching strategies and methodologies use are:
- Whole group instruction/lecture
- Small group instruction and participation
- Partners or pairs
- Independent/individual study
- Technology-based instruction
- Hands-on demonstrations
- Formative and summative assessments
- Student self-evaluations to meet personal goals
- Teacher observation and on-going student feedback

The Adult School staff acknowledges the changing needs of the student population in response to various economic climates and in accordance to their specific demographics. The school is aware that the unique academic and occupational needs of its students require regular evaluation by the faculty to develop instructional and pedagogical strategies to meet these educational and employment goals. As a result, the faculty has great support in developing differentiated teaching strategies through peer discussions among colleagues, quantitative feedback from standardized assessments, and other regular observations.

Regularly examined data include:
- Student completion data
- CAHSEE results
- CASAS results

Providing the best teaching strategies is a priority for the School. Therefore, intentional and formal discussions about helping its students achieve the Schoolwide Learner Outcomes (SLOs) and meeting their academic and occupational goals take place during official meetings and trainings in both department and Leadership meetings.

Academic conversations regarding teaching strategies occur on an informal basis at off-campus conferences, seminars and classes, as well as on-campus discussions during one-on-one or group trainings and mentoring sessions.
Indicator 5.3
The institution is actively engaged in integrating new technology into the instructional program of the school.

Findings
School faculty is committed to integrating updated technology into the instructional program of the school and to teaching its students to manage multiple forms of technology.

Classes at both sites have access to computer labs on campus. The iPads are also available for class use at both campuses.

Computers and iPads are used for various purposes such as:
- Practicing basic skills
- Taking online quizzes
- Presenting various art projects for students' review.

A wide variety of courses is available through the CTE department which allows students the opportunity to learn important skills. Twelve percent of respondents to the student survey indicated they were taking or have taken courses in the CTE department.

APEX online courses were offered from September 2010 through August 2012. In the Fall of 2012, the Adult School began using a different service provider for its online classes, Education 2020 or "e2020." E2020 courses are offered to give students the opportunity to make up needed high school credits through online courses. In the past, the Adult School's APEX completion rates were excellent and compared very favorably with those of district high schools. Currently, the staff is evaluating e2020 student learning data and strategizing to help its students successfully complete their courses and earn high school credit through this new, engaging online program. Online course offerings in e2020 are approved through the Board of Education.

All courses that earn credit for the are approved by the Board of Education.

An extensive selection of technologies is available for students to use in order to help them reach their educational, personal, and career goals. These technologies are used in diverse ways to meet the specific requirements of each course and the unique needs of each student.

Some technologies are:
- iPads
- Desktop computers
- Laptops
- Sewing machines
- Electronic translators

Student feedback indicates technology is being effectively used to help students achieve course learning goals and objectives.

Review of technological advances and teacher training allows faculty to effectively integrate and use new technology in instruction.
Assigned members of the Leadership Team oversee immediate technological needs, review technology advances, and train and assist staff in incorporating technological tools into instruction.

The Leadership Team evaluates available technology and works to ensure its effective use in instruction.

Training on the effective use of new technology tools occurs through the professional learning community developed in Leadership and departments meetings. “Tech Tools You’ll Love and Use” has become a regular part of Leadership Team meetings, typically led by the school’s TOSA who serves on the District Site Technology Liaison Committee. This portion of the Leadership meetings is used to help staff with available technological resources such as the school website and tech carts. Department chairs, who are an integral part of the Leadership Team, participate in these trainings and discussions and then share this information with the members of their departments at monthly meetings.

The School faculty and staff are regularly given the opportunity to advance their technological knowledge outside of staff meetings. For example, all staff members were invited to attend iPad demonstrations in the Spring of 2012, and the CTEC lab and structured classes are also available to faculty and staff at no charge.

**AREAS OF STRENGTH**

- Numerous professional development opportunities are promoted both on and off-campus.
- Administration supports and promotes professional development.
- Collaboration among teachers and departments on effective teaching methods and strategies exists.
- Aligned lessons to state/district guidelines are adapted as needed to the school population and programs.
- Active implementation of student feedback on instruction is a regular practice.
- A positive work place based on respect and camaraderie exists.

**KEY ISSUES**

- Formalize Technology Team to:
  - Assess the technology needs of students and staff
  - Evaluate new technology options
  - Train and support staff on new technology tools by giving small group or individualized guidance and instruction
- Increase teacher collaboration by creating opportunities for meaningful and guided conversations among staff to share effective teaching strategies.
- Formalize student feedback surveys on a schoolwide basis.
EVIDENCE

- Agendas/meeting notes/materials from the following trainings:
  - APEX
  - ASAP training
  - California Business Association
  - E2020
  - GED workshops
  - Perkins meetings
  - Webinars
- California Model Curriculum Standards for Career Technical Education
- California Model Curriculum Standards for English as a Second Language
- Class survey results from the CTEC and HSD programmatic groups (Survey Monkey and hardcopies)
- Classroom observations and student interviews
- Consumer Home Economics Comprehensive Core
- "Creating Student-Friendly Teacher Webpages" by Jessica Sickle and Mindy Noh
- ESL department meeting agendas
- Home Economics Education Career Path Guide & Model Curriculum Standards
- iPad demonstrations by Mindy Noh
- Leadership meeting agendas
  - Curriculum Mapping in Language Arts
  - Curriculum Mapping in Math and Algebra
- On-site professional development handouts
- Registrations and materials from trainings for:
  - CA Council for Social Studies
  - California Mathematics Council
  - CALPro
  - CATESOL
  - CBEA
  - CCAE
  - CUE
  - OTAN
- Student Council meeting agendas
- Student surveys and student interviews
- “Teach Like a Champion” collaborative study by Leadership
- Teacher Certifications
- WASC classroom observations
- WASC Student Survey 2012
- WASC Teacher survey questions 4, 5, 9, 19, 25, 26
- WASC Teacher Survey 2012
CRITERION 6: USE OF ASSESSMENT

CRITERION: The instructional staff uses established assessment procedures to design, administer, deliver, and evaluate courses, programs, and student learning levels. The institution recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school. Assessment is used to measure student progress, to modify learning approaches, and to carry out institutional planning and ongoing school improvement.

Indicator 6.1
Clear learning outcomes are developed for each course so that success can be measured and students who are struggling can be identified and helped.

Findings
The School instructional staff consistently develops appropriate and rigorous lessons and/or units of study by:
- Creating engaging lessons that are aligned to state standards and learning outcomes
- Discussing, revisiting, and revising core competencies and learning outcomes based on state standards and district curricular maps
- Incorporating effective teaching strategies during direct instruction and checking for understanding
- Observing student performance, responses, and written work to modify, differentiate, or reteach lessons to ensure skill or concept mastery
- Consistently reviewing assessment data for re-teaching and individualized instruction

The School staff regularly evaluates their instructional plans, lessons, and units to ensure depth, breadth, rigor, and sequencing by:
- Collaborating to plan lessons and team teaching sessions
- Simulating lessons to staff for collegial feedback and revisions
- Incorporating strategies that appeal to the Multiple Intelligences, varied learning styles and Bloom’s Taxonomy
- Observing student partner and small group work and conversations
- Synthesizing student responses to discussion questions
- Analyzing student performance on daily tasks, quizzes, and tests
- Asking students to identify strategies that facilitate their learning
- Giving students opportunities to evaluate lessons/units
School staff has made the following improvements to courses and programs as a result of analyzing learning outcome data:

- Classes have been added to accommodate higher numbers and demand in many programs.
- New equipment has been purchased and technology has been updated as a result of student surveys.
- CAHSEE workshops in language arts and math are offered to increase pass rates.
- Curriculum was modified in the CTEC Lab based on learning outcome data. Low completion rates in keyboarding have resulted in a shift from textbook to a computer-based curriculum.

Indicator 6.2
The institution gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for change based on assessment results.

Findings
Administration and faculty discuss pertinent learning data at monthly department, Leadership, and during informal staff meetings. Relevant data such as enrollment, attendance, completion rates, and test data are analyzed and disaggregated to formulate a plan for program/course improvement and increase student achievement.

As a result of CAHSEE pass rate evaluation, CAHSEE preparation workshops during and after class hours were assembled for the High School Diploma department. These mini-CAHSEE tutorials have resulted in higher pass rates in math during some testing periods. In addition, all high school courses consistently incorporate lessons that address the CAHSEE format, language and test taking strategies. Presently, there's collaboration between the HSD and ESL for implementing CAHSEE preparation in ESL courses.

The Leadership Team meets monthly to discuss student learning, engagement and achievement. Staff researches and presents effective teaching strategies from professional literature at Leadership meetings. Numerous Leadership meetings have been devoted to staff development on clear and measurable objectives to help students set goals which promote student success. Student learning data from various classes supports the practice of posting and communicating learning objectives to increase student achievement.

To enhance teaching methodologies based on 21st century skills, new Macs, iPads and updated software in the CTEC lab (MS 2010, Windows 7) have been made available for staff and students. Students report greater engagement and productivity as a result of effective technology use by teachers and students in the classrooms and labs.
Each department meets monthly to discuss student learning data and make recommendations to address key issues. Student surveys, CASAS testing results, and TABE scores are used to determine placement and/or assess student learning progress. Teacher created student surveys are administered at the beginning and end of courses to gain student feedback on the student’s learning goals.

CASAS pre and post testing results are vital for effective lesson planning in every course. Teachers evaluate whole class and individual student strengths and weaknesses on the CASAS tests and other assessment data to effectively target instruction. Teachers analyze student performance daily through multiple assessment tools.

The GED’s process includes diagnostic and individualized study plans. Teachers administer diagnostic tests to determine specific student learning needs. Based on the results of the diagnostic tests and past test scores (if applicable), teachers work with students in the ILC on an individual basis to assign individualized study plans and practice tests to master their areas of weakness.

In CTEC, assignment guides are given for each subject matter and students are tested for prospective career paths. Once a career path is determined, students are given instructions and counseling to successfully complete their career paths.

The schoolwide Action Plan emphasizes the Adult School’s focus on data. Regular analysis of student learning data is critical for improving curriculum. Course completion rates, CAHSEE/GED pass rates, and enrollment data are constantly reviewed to direct changes for program improvement.

Staff development and instructional decisions are based on assessment results and student learning needs. The link between the school mission statement and the SLOs are considered as the assessment results are discussed as well as when evaluating/ revising prerequisites for courses based on assessment results. Other factors such as students changing needs as well as district initiatives are also taken into consideration in the decision making process.

**Indicator 6.3**

Student learning data analysis is used to make institutional changes that enable students to reach educational goals and achieve academic success.

**Findings**

To make institutional changes that enable students to reach their educational goals and achieve academic success, a number of regularly scheduled staff meetings take place. The administration meets weekly, each department meets monthly, Leadership meets monthly, and Student Council and classified staff meet three times a year to discuss and analyze student learning levels and other pertinent data.
To reach educational goals and achieve academic success for all students daily, instructors use formative and summative assessment to adjust, modify and improve teaching approaches for increased student learning. Student learning outcomes are assessed through quizzes, tests, reviews, group projects, oral presentations, student responses (verbal, written and gestures) and feedback. To increase student motivation, the staff accommodates students’ interests, addresses concerns, and assists them with resources to find solutions.

Analyzing student learning data has resulted in various, research-based teaching practices to accommodate different learning styles. More technology is available to enhance teaching and learning, and multiple assessments such as portfolios, presentations, and oral exams measure student achievement.

The school evaluates CASAS benchmark results and completion rates per course to determine program and course effectiveness. Student surveys results, CASAS testing, TOPSPRO updates, attendance, and graduation rates are tools to measure effectiveness of programs and courses.

**Indicator 6.4**

Assessment results are reported regularly to all stakeholders so that accountability can be maintained and that student learning remains the focus of the school.

**Findings**

Student learning data such as the CASAS test scores, CAHSEE pass rates, GED pass rates, CTEC certificates, ESL and HSD completion rates, and ADA (students’ average daily attendance) are shared at department meetings, Leadership/staff meetings, cabinet, Student Council, and district Board meetings.

Pre and post CASAS test scores and benchmarks for the departments are analyzed each trimester in ESL and each semester in HSD and other departments.

CAHSEE and GED pass rates are evaluated in the HSD Department and Leadership on a regular basis. The CAHSEE pass rates in math and English are used to formulate a tutorial action plan for the upcoming CAHSEE by the HSD Department.

CTEC certificates/completions are reported in regular CTE department meetings and Leadership.

ESL and HSD course completion rates (including Distance Learning, ILC, Apex/e2020, concurrents vs. adults) are reported in department and Leadership meetings each trimester in ESL classes and each semester in HSD classes.

ADA or Average Daily Attendance is shared monthly in cabinet, departments, and Leadership/staff meetings.

All pertinent student learning data is reported in Student Council meetings, district Board meetings, the "Board Update" and highlighted in district-related publications that go out to the Community.
The marquee, school website and teacher webpages are avenues for highlighting school and student achievement.

Class Performance reports for the CASAS are available for teachers after each testing session and in department meetings as needed. The data show how the classes performed overall. The reports indicate how students scored on individual questions. These reports help teachers determine what students know and what areas need improvement. Teachers use this data to determine if student needs are met. Student Gains by Class reports display student performance on their CASAS pre and post tests at the end of the semester.

Learner results are reported in Leadership, departments, cabinet and Student Council as well as Board meetings each semester.

**Indicator 6.5**

The institution relies on assessment results for institutional planning, Action Plan revision, and resource allocation.

**Findings**

All stakeholders are involved in the decision making process. The administration reviews and discusses data (learning and test data in addition to attendance) with teachers in various meetings to formalize decisions on institutional planning, Action Plan revision, and resource allocation. Institutional plans and budget allocations are presented to district leaders and the Board of Education for final approval.

Learning data analysis is used to assess the relevance and appropriateness of course offerings per semester during department meetings before new class offerings are published. Administration, Leadership, and departments review course outlines, curriculum, and available resources to determine relevance, appropriateness and suggest changes or adjustments.

Budget allocations are based on department and student needs as revealed in data.

Teachers request classroom resources such as textbooks and other supplementary materials by submitting a supply request form to their department chairs. The chairperson determines relevance and forwards it to administrators for final approval.

Assessment of current student learning data has resulted in an emphasis on technology and staff development. To meet student learning needs, more computer labs have been updated to include PCs and Macs. Technology carts, document cameras, projectors, iPads, and additional laptops have been provided to teachers. Technology training is provided in Leadership, department meetings and in individual training sessions.

Assessment of learning data has resulted in a shift to more schoolwide staff development to meet staff instructional needs. To increase student persistence and goal setting, all teachers have been trained to post and communicate effective learning objectives in addition to incorporating research-based best practices.
AREAS OF STRENGTH
- Student learning data analysis is a regular, integral part of all departments.
- Budget allocation/expenditures are based on data.

KEY ISSUES
- Create a more efficient process to gather and distribute data to all stakeholders.
- Incorporate a formalized process to document discussions and conclusions based on data.
- Provide staff development on interpreting CASAS data to target student needs and plan differentiated instruction.

EVIDENCE
- ADA Data
- Apex Student Completion Surveys (Survey Monkey)
- Attendance records (ASAP)
- Board meetings and agenda
- Brochure
- Budget requests
- CAHSEE data
- CAHSEE mini-workshop schedules, flyers and sign-in sheets
- CASAS performance results
- Classroom observations
- Completion data
- Course assessments
- CTEC Career Paths (Brochure)
- CTEC certificate samples
- CTEC student completions
- Enrollment in ILC and DL
- GED pass rates
- Leadership and department meeting agendas and minutes
- Learning Objective PowerPoint and handouts
- Lesson plans
- Meeting pictures and videos
- Micro Type program
- Mission Statement
- (Website)
- School News
- Payment Points report
- Peer observations
- Pictures of tech lab, carts, and training sessions
- Purchase orders
- Sample ESL lesson plan (Incorporating CAHSEE skills)
- Staff attendance at CUE, CBEA, and CCAE conferences
- Staff development
- Staff development agenda – “What We Have Done”
- Staff development plan
- Student surveys and interviews
- Student work samples/projects
- “Teach Like a Champion” by Lemov
- Teacher notes
- Teacher sites
- Teacher surveys
- Weekly FYIs