ACS WASC Postsecondary Schools

Part 2 Webinar 2016 Schools
ACS WASC Accreditation for Postsecondary Schools
Checking Up

What’s Really Going On?

Thinking about Next Steps
How is the self-study progressing at your school?

What are the areas that you would like us to address today?
Outcomes
ACS WASC Accreditation Cycle

Follow-up

Implement

Self-Study

Assess

Visit

Plan

Reassess
Self-Study Process

What is the ideal based upon?

So What currently exists and how effective is it?

Now What will we modify in our schoolwide plan?
Where is the school now?
Where’s it going?
Does it have a good roadmap?
One Schoolwide Plan
ACS WASC 6-Year Accreditation Cycle
Characteristics of a Quality Self-Study

Solid facts

Analyzed findings supported by evidence

Straight-forward language
Will the self-study be ready to be sent 5-6 weeks prior to visit?

Has maximum time been allotted

- for program and focus group work—taking advantage of regular meeting time?
- for developing/revising the action plan?
Doing the work

Focus Groups
Criteria

Profile Team
Leadership Team Criteria; Plans & Guides

Program Groups
Data, Observations, Interviews, Student Work, & Criteria
How have you organized your Program Groups?

Scheduling Program Group Work in terms of needed Program Group data gathering/discussions?

Staggering the work
Directions

Task 1: ACS WASC Postsecondary 2013, p. 19-22
Chapter I: School Profile

- School Information/Programs
- Data and Findings
- Schoolwide Learner Outcomes
- Appendices
Chapter I: School Profile

Summary of major conclusions

School Information/Programs
Data and Findings
Schoolwide Learner Outcomes
Appendices
Schoolwide Learner Outcomes

Global
Interdisciplinary
All students
Assessable
Compare the profile to the ACS WASC Postsecondary Profile Guide
Are the appropriate data included?
Has the school commented upon all data?
Discuss the findings with each other.

Praise. Question, Polish
Self-Check Questions
Directions

Task 2: ACS WASC Postsecondary 2013, p. 22-23
Chapter II: Action Plan Progress Report

• Significant developments
• Procedures to implement/monitor/adjust plan
• Comment on the response to each current Action Plan key issue
  Focus area   Major activities   Evidence
• Describe how progress on key issues in Action Plan has impacted student learning
Progress on Action Plan Sections

Goal 1: Success School will improve student achievement on writing through interdisciplinary program planning.

(This addresses Critical Area for Follow-up # 2 on Professional Development: Provide staff development that addresses school-to-career activities, interdisciplinary planning, English Learner’s needs, standards-based instruction. This Critical Area for Follow-up was also addressed in Goal 4 of the plan.)
Self-Check Questions
Before we start again, think about......

How will you and staff structure this work to ensure the assessment presented in the self-study is both complete and factual.

We’ll share GREAT ideas after the break.
Seven minute break
Checking Up

What’s Really Going On?

Thinking about Next Steps
Directions

Task 3: ACS WASC Postsecondary 2013, p. 23-60
Focus Groups Criteria

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

Profile Team

Leadership Team Criteria; Plans & Guides
Chapter III: Self-Study Findings

Process

- Program Groups
- Leadership Team
- Focus Groups

Professional knowledge
Data
Observations
Surveys/interviews
Student work
Documents

Product

Analytical response to criteria
Evidence
Strengths
Key areas for follow-up

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# Chapter III: Self-Study Findings

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<tr>
<th>Findings</th>
<th>Evidence</th>
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**How effective?**
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 allows them to address the varied learning styles of students in their classrooms.
Criterion 5: Instructional Program

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

• How does the school measure the quality of instruction in its classrooms?

• How do faculty members keep current in instructional strategies and methodologies in their areas of expertise?

Findings

Evidence
Suggested Sources of Evidence

• Examination of representative student work
• Observations of students engaged in learning
• Student interviews and self-reflections about learning
• Documents used in training workshops
• Identification of resource materials that are used
• Documents used in the evaluation of teachers
Additional Online Indicators

• Indicator 5.4: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning in the online environment.

• Indicator 5.5: The online teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that effectively engage students at a high level of learning.
Focus Group Dialogue:
Sample Questions

What do we know already, including the supporting evidence? Are we sure?

What is already in the profile?

What evidence is needed from the program groups?
# Chapter III: Self-Study Findings

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<th>What are the criteria and indicator concepts?</th>
<th>What evidence is needed for analysis?</th>
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Gathering and Analyzing Data/Information by Program and Focus Groups
Observable Evidence

Includes analyzing:

What the students are doing and producing

Student interviews

Other interviews, observations, etc.
“The process of looking at student work in a collaborative manner helps teachers take a closer look at how they teach.”


Nature
Quality
Frequency
Growth over time
Student Work: Probing Questions

What did you notice as you examined this work?

What evidence do you see of students' research skills here? Of the application of math skills? Of critical thinking?

How can we support students to become reflective problem solvers?

What are the learning benefits of writing in math?

How was...different from...?
Student Work: Resources

Essential Schools: Looking Collaboratively at Student Work

www.essentialschools.org/resources/60

Looking at Student Work

www.lasw.org/
Evidence:
Examining Student Work

Examples of types of work

• Typical work, such as writing or solving math problems
• Projects
• Research Paper
• Same performance tasks or assignments
• Portfolios
• Case studies
Observations

Strategies
- Data-in-a-Day
- Roving teacher substitutes
- Teacher journals
- Shadowing students

Ground rules

Capturing data
Learning Snapshot

What are the students doing?

___ listening     ____ calculating     ___ working in a group
___ watching     ____ taking notes     ___ working alone
___ writing     ____ completing worksheet
___ reading     ____ using technology

What schoolwide learner outcomes were observed?

___ Citizen     ___ Life/Career     ___ Leadership
Questions to answer about observing...

How can our school implement staff observations as a regular practice?

What ground rules will ensure a safe environment and obtain staff buy-in?

What kind of cue sheet will we develop?

How will the observation results be used in the ACS WASC process?
Interviews and Surveys

Interviews

• Student to student
• Family to family
• Teacher to teacher

Surveys

• Short
• Focused
• Understandable
Evidence:

**Interviewing**

1) Individually, generate a few sample student questions.
2) Find a partner and share these questions.
3) Debrief, for example
   - Open-ended questions
   - Non-biased
   - Concrete
   - Simple language
Task 3: Program Analysis — Chapter III

Schoolwide Focus Groups

Program Groups
Focus Group Discussions

How will we consider the important learner needs during our analysis of the current program using the ACS WASC criteria?

How will we evaluate success?
Critiquing Chapter III

Do the findings respond to what is being asked by the criteria and the supporting indicators and discussion questions?

What insight have been gained about which learning is being supported, especially related to gaps in student learning?
Are identified and prioritized growth needs aligned to the findings?

Are identified strengths aligned to the findings? How might these strengthen the action plan?

How does the evidence support the findings?
Layers of Each Criteria Response

General

Program/Student Differentiation

Effect on key issues raised in Chapter 1
Plan and re-plan the work of Program and Focus Groups
Self-Check Questions
Seven minute break
Checking Up

What’s Really Going On?

Thinking about Next Steps
Alignment:
Findings, Strengths, Growth Areas, Action Plan
Revised action plan.

Additional strategies within subject areas/support programs.

Ongoing follow-up process.
Road to the Action Plan

- Schoolwide Learner Outcomes
- Data
- Criteria Strengths
- Criteria Growth Areas

Action Plan
What are the critical elements that will enable your school to focus on the analysis of student achievement?
Continuing Support

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