WASC Postsecondary Day 2 Training

2015 Schools

WASC Accreditation

Agenda

WASC

Checking Up

Getting organized

Task 1: Profile

Task 2: Summarizing progress

Moving Forward

Task 3: Focus Groups—Program Groups

Task 4: Revising the comprehensive schoolwide action plan (a brief advance look at Part 3 Training)
How is the self-study progressing at your school?
What are the areas that you would like to address today?
Accreditation Cycle of Quality

Reassess → Assess → Self-Study → Visit → Plan → Follow-up

Focus on Learning 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?
Will the self-study be ready to be sent 5-6 weeks prior to visit?

Has the maximum time been allotted for program and focus group work—maximizing regular meeting time?

How have you organized your Program Groups?

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

Staggering the work
WASC Postsecondary Part Two 2015 Training

Chapter I: School Profile

Directions

Task 1: WASC Postsecondary 2015, pp. 19-22

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

Global
Interdisciplinary
All students
Assessable

**Sample: SAS Students will be**

Global-minded citizens who...

• Act with the future in mind
• Embrace diversity and engage responsibly in the world’s problems with compassion, empathy, and tolerance
• Respect and support family and community
• Protect and advocate for local and global environments

Compare the profile to the WASC Postsecondary Profile Guide
Are the appropriate data included?
Has the school commented upon all data?
Discuss the findings with each other.
Chapter II: Action Plan Progress Report

- 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

Chapter II: Sample Excerpt

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.)
Directions

Task 3: WASC Postsecondary 2013, p. 23-60

WASC Postsecondary Criteria

1. Institutional Mission, Purpose, & Objectives
2. Organizational Infrastructure
3. School Leadership, Faculty & Staff
4. Curriculum
5. Instructional Program
6. Use of Assessment
7. Student Support Services
8. Resource Management
9. Community Connection
10. Action Plan
### Chapter III: Self-Study Findings

<table>
<thead>
<tr>
<th>Findings</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>How effective?</td>
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</table>

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

### Product
- Program
- Groups
- Leadership
- Focus Groups
- Professional knowledge
- Data
- Observations
- Surveys/Interviews
- Student work
- Documents
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.

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**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?

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How might we go about the work?

Criteria concepts?

How will we know? Evidence?

Student Learning Needs?

Assessing effectiveness?
Chapter III: Self-Study Findings

<table>
<thead>
<tr>
<th>What are the criteria and indicators?</th>
<th>What evidence is needed for analysis?</th>
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</thead>
<tbody>
<tr>
<td>Gathering and Analyzing Data/Information by Program and Focus Groups</td>
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</table>

Observable Evidence

- Includes analyzing:
  - What the students are doing and producing
  - Student interviews
  - Other interviews, observations, etc.

Student Work

"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

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[Image of a student's notebook with text and drawings, labeled "Student Work"]
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
Individually…
• review student work samples.
• sort work into high, middle, low levels of performance.

As a group discuss…
• the characteristics of the three categories
• how to ensure student work is representative of the school’s various subgroups.
• the extent to which the results of this learning opportunity demonstrate the desired performance quality of the selected standards and schoolwide learner outcomes.

Learning from student work
How often do students do this kind of work?
How does this work inform us about students’ abilities to be successful in reaching our schoolwide learner outcomes?
How will this work be evaluated?
What preceded this work? What will come next?

What’s our purpose in looking at this student work.
What was the task designed to assess?
How effective is it?
What are patterns or trends across the samples?
What are the misunderstandings and understandings?
What are implications for instruction and curriculum?
How well the student understands the topic of the assignment?

The student's mastery of a learning standard?

The student's competence in our schoolwide learner outcomes?

Our own grading standards?

Our next steps: press on, reteach, circle back later...?

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**Observations**

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

**Ground rules**

**Capturing data**

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**Learning Snapshot**

What are the students doing?
- ___ listening
- ___ calculating
- ___ working in a group
- ___ watching
- ___ taking notes
- ___ working alone
- ___ writing
- ___ completing worksheet
- ___ using technology
- ___ reading
- ___ working alone

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 WASC process?

Interviews and Surveys

Interviews

- Student to student
- Family to family
- Teacher to teacher

Surveys

- Short
- Focused
- Understandable

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

Focus Group Discussions

How will we consider the important learner needs during our analysis of the current program using the 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?
Plan and re-plan the work of Program and Focus Groups

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?

Schoolwide Focus and other Groups

What are their characteristics?
What are their responsibilities?
Self-Check Questions

Directions
Alignment: Findings, Strengths, Growth Areas, Action Plan

Task 4 – Chapter IV

Revised action plan

Additional strategies within subject areas/support programs

Ongoing follow-up process

Road to the Action Plan

Schoolwide/learner outcomes

Criteria/Strengths

Data

Criteria Growth Areas

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