**Category B: Curriculum, Instruction, and Assessment**

## B1. What Students Learn Criterion

The school provides a challenging, coherent and relevant international 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.” One example: every student will demonstrate higher order thinking skills of application, analysis, synthesis, and evaluation.

**Online Programs: iNACOL Standard J: Curriculum and Course Design**: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

**Indicator**: The comprehensive and sequential documented international curriculum is modified as needed to address current educational research; other relevant community, national, and international issues; and the needs of all students.

**Prompt**: Comment on the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff members revise the curriculum appropriately within the curricular review cycle.

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| **Findings** | **Supporting Evidence** |
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Academic Standards for Each Area

**Indicator**: The school provides a comprehensive and sequential documented international curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

**Prompt**: Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., online instruction) that meet state or national/international standards.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompts**: Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.

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| **Findings** | **Supporting Evidence** |
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**Embedded Global Perspectives**

**Indicator**: The school leadership and certificated staff ensure that global competencies,[[1]](#footnote-1) perspectives, and issues are embedded within the curricular areas.

**Prompt**:Examine the curricular documentation and observe the delivered curriculum to determine the extent to which there is integration of global concepts, perspectives, and issues.

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| **Findings** | **Supporting Evidence** |
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**Congruence**

**Indicator**: There is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

**Prompt**: Evaluate the degree of congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

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| **Findings** | **Supporting Evidence** |
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Student Work — Engagement in Learning

**Indicator**: The school’s examination of representative samples of student work show consistent critical analysis and application of thought in different contexts. Observation of student engagement in learning demonstrates students’ awareness of their own learning as well as the purpose of the work connected to a standards-based curriculum and the schoolwide learner outcomes.

**Prompt**: Evaluate to what extent the examination of representative samples of student work show consistent critical analysis and application of thought in different contexts. Evaluate observations of students engaged in learning to determine the degree to which students are aware of their own learning and the purpose of the work connected to a standards-based curriculum and the schoolwide learner outcomes.

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| **Findings** | **Supporting Evidence** |
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**Accessibility of All Students to Curriculum**

**Indicator**: A rigorous, relevant, and coherent curriculum that prepares students to be global citizens is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for all students toward achieving the standards.

**Prompt**: What has been learned about the accessibility of a rigorous, relevant, coherent, and globally focused curriculum to all students through the various courses/program offered, e.g., online instruction? What has been learned from examining the demographics and situation of students throughout the class offerings? Evaluate how the instructional practices and other activities facilitate access and success for all student toward achieving the standards.

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| **Findings** | **Supporting Evidence** |
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Acceptable Student Achievement

**Indicator**: The school identifies and defines performance indicators in order to monitor acceptable student progress toward achievement of the academic standards and the schoolwide learner outcomes.

**Prompt**: What evidence demonstrates a school’s identifying and defining performance indicators in order to monitor acceptable student achievement of the academic standards and the schoolwide learner outcomes?

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| **Findings** | **Supporting Evidence** |
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**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.

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| **Findings** | **Supporting Evidence** |
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Curricular Review, Revision, and Evaluation

**Indicator**: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy, to determine the impact of these on providing a challenging, coherent, and relevant curriculum for all students.

**Prompt**: Comment on the effectiveness of the school’s curriculum review and evaluation processes for each program area and the impact on providing a challenging, coherent, and relevant curriculum for all students. Evaluate the effectiveness of the processes to assess curricular gaps and modify the curriculum to ensure that specific student needs are being met.

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| **Findings** | **Supporting Evidence** |
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Collaborative Work

**Indicator**: The administrators and teachers use various collaborative strategies to examine curriculum design and student work in order to refine lessons, units, and/or courses.

**Prompt**: Comment on the collaborative strategies used to examine curriculum design and student work and its effect on refining lessons, units, and/or courses.

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| **Findings** | **Supporting Evidence** |
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Policies — Rigorous, Relevant, Coherent Curriculum

**Indicator**: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

**Prompt**: Evaluate the effectiveness of the process through which key stakeholders assess the curriculum in relation to these school’s policies.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: Determine the effectiveness of the school’s policy for outsourced curriculum to maintain curricular integrity, reliability, and security.

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| **Findings** | **Supporting Evidence** |
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Articulation and Follow-up Studies

**Indicator**: The school conducts student follow-up studies that provide insight to the effectiveness of the instruction to prepare students for pursuing further education, entering the work force, or meeting their personal goals.

**Prompt**: Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?

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| **Findings** | **Supporting Evidence** |
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B2. How Students Learn Criterion

The professional staff a) uses research-based knowledge about teaching and learning; and b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school’s purpose and schoolwide learner outcomes.

**Online Programs: iNACOL Standard H: Equity and Access**: A quality online program’s policies and practice support students’ ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

**Online Programs: iNACOL Standard K: Instruction**: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Research-based Knowledge

**Indicator**: 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. All students regardless of background and ability are actively involved in the learning that is based on the schoolwide learner outcomes and academic standards.

**Prompt**: Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: Evaluate how teacher technology competencies are assessed during online instruction.

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| **Findings** | **Supporting Evidence** |
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Planning Processes

**Indicator**: The planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the academic standards and schoolwide learner outcomes, i.e., global competencies.

**Prompt**: Comment on the effectiveness of the planning processes, including the use of formative assessment results, to engage all students actively at a high level of learning consistent with the academic standards and schoolwide learner outcomes.

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| **Findings** | **Supporting Evidence** |
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Professional Collaboration

**Indicator**: Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem-solving, knowledge, and application. This would include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

**Prompt**: Comment on the effectiveness of how administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem-solving, knowledge, and application. Include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

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| **Findings** | **Supporting Evidence** |
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Professional Development

**Indicator**: The school uses ongoing professional development to enhance the curriculum and improve learning and teaching. This includes learning through worldwide partnerships with other teachers and schools.

**Prompt**: Comment on the effectiveness of how the school uses ongoing professional development to enhance the curriculum and improve learning and teaching.

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| **Findings** | **Supporting Evidence** |
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Challenging and Varied Instructional Strategies

**Indicator**: The teachers strengthen student understanding and achievement of the learning outcomes, including targeted global competencies, through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate and the linking of students’ experiences to the world.

**Prompt**: Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning to achieve the academic standards and the schoolwide learner outcomes. This includes students demonstrating critical thinking, problem solving, knowledge, application and the development of a wide range of technological skills and global competencies.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompts**: Evaluate the processes and the effectiveness of the strategies used by teachers to make decisions on learning and teaching approaches including direct instruction, and other student-teacher interaction opportunities.

Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.

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| **Findings** | **Supporting Evidence** |
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Technological Integration

**Indicator**: Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

**Prompt**: Comment on the integration of technology within the school so that all students develop a wide range of technological skills.

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| **Findings** | **Supporting Evidence** |
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Evidence of Results based upon Challenging Learning Experiences

**Indicator**: Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

**Prompt**: Comment on the student work and how it demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.

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| **Findings** | **Supporting Evidence** |
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**Student Understanding of Learning Expectations**

**Indicator**: The students know the standards/expected performance levels for each area of study.

**Prompt**: Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study.

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| **Findings** | **Supporting Evidence** |
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Student Perceptions

**Indicator**: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

**Prompt**: Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.

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| **Findings** | **Supporting Evidence** |
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Student Needs

**Indicator**: Teachers address student needs through the instructional approaches used.

**Prompt**: How do teachers address the variety of ways in which students learn and their individual needs through instructional approaches appropriate for the subject?

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| **Findings** | **Supporting Evidence** |
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Student Use of Resources

**Indicator**: Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources and community resources and information from various cultures and languages.

**Prompt**: To what extent do students use resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, and community resources?

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.

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| **Findings** | **Supporting Evidence** |
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B3. How Assessment is Used Criterion— Reporting and Accountability Processes

The school leadership and staff use effective assessment processes to collect, disaggregate, analyze and report school performance data to all stakeholders about student progress toward accomplishing the schoolwide learner outcomes and academic standards. The analysis of the data guides the school’s programs and processes, the allocation and usage of sources, and forms the basis for the development of the action plan.

**Online Programs: iNACOL Standard L: Assessment of Student Performance**: A quality online learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

**Online Programs: iNACOL Standard R: Program Evaluation**: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Indicators with Prompts

Professionally Acceptable Assessment Process

Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report school performance data to appropriate stakeholders.

Prompt: Evaluate the effectiveness of the assessment processes.

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| **Findings** | **Supporting Evidence** |
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**Basis for Determination of Performance Levels**

**Indicator**: The school leadership and instructional staff determine the basis upon for students’ grades, growth and performance levels to ensure consistency across and within grade levels and content levels.

**Prompt**: Evaluate the impact and effectiveness of the basis for which students’ grades, their growth, and performance levels are determined.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompts**: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

*Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.*

*Evaluate how effective teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.*

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| **Findings** | **Supporting Evidence** |
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Modifications based on Assessment Results

Indicator: The school uses assessment results to modify the school program, professional development activities, and make decisions about resource allocations to demonstrate a results-driven continuous process.

Prompt: *Comment on how assessment results have caused modifications in the school program, professional development activities, and/or resource allocations demonstrating a results-driven continuous process.*

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: *Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

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| **Findings** | **Supporting Evidence** |
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**Monitoring of Student Growth**

**Indicator**: The school has an effective system to monitor all students’ progress toward meeting the academic standards and schoolwide learner outcomes.

**Prompt**: Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.

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| **Findings** | **Supporting Evidence** |
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**Reporting Student Progress**

**Indicator**: There are effective processes to inform the board, parents, and other stakeholders about student progress toward achieving the academic standards and the schoolwide learner outcomes, i.e., global competencies.

**Prompt**: Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, schoolwide learner outcomes, i.e., global competencies.

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| **Findings** | **Supporting Evidence** |
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Security Systems

Indicator: The school employs security systems that maintain the integrity of the assessment process.

Prompt: *Evaluate the selection of and the use of proctors, the security systems for text documents, and the means to maintain the integrity of the assessments.*

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| **Findings** | **Supporting Evidence** |
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B4. How Assessment is Used Criterion — Classroom Assessment Strategies

Teacher and student uses of assessment are frequent and integrated into the learning/teaching process. The assessment results are the basis for (a) measurement of each student’s progress toward the schoolwide learner outcomes and academic standards; and (b) regular evaluation, modification, and improvement of curriculum and instructional approaches to support the educational progress of every student.

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. (This includes the global competency areas of students being able to investigate the world, recognize multiple perspectives, communicate ideas effectively to diverse groups, and take action to improve the situation.)

**Prompt**: To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills, including global competencies?

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| **Findings** | **Supporting Evidence** |
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**Demonstration of Student Achievement**

**Indicator**: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

**Prompt**: Examine and evaluate how student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

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| **Findings** | **Supporting Evidence** |
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Modification/Decisions based on Assessment Data

**Indicator**: Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

**Prompt**: Evaluate the effectiveness of how assessment data is collected, analyzed, and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation.

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| **Findings** | **Supporting Evidence** |
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**Teacher Feedback to Students**

**Indicator**:Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning targets, academic standards and schoolwide learner outcomes.

**Prompt**: How effective is teacher feedback in supporting students in achieving learning targets, academic standards, and schoolwide learner outcomes?

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| **Findings** | **Supporting Evidence** |
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**ACS WASC Category B. Curriculum, Instruction, and Assessment:
Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical student learning needs.

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| **Summary (including comments about the critical student learning needs)** |

Prioritize the areas of strength and growth for Category B.

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| **Category B: Standards-based Student Learning: Areas of Strength** |

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| **Category B: Standards-based Student Learning: Areas of Growth** |

1. Global competencies include 1) the use of concepts, knowledge, skills and languages of various disciplines to research current global issues; 2) the understanding of the interdependence of economic, political, technological, environmental, and social systems worldwide; 3) the understanding of multiple perspectives; 4) the valuing of diversity; 5) the ability to communicate with multilingual skills, through fluency in reading, writing, speaking, and listening and through the use of technologies; 6) engaging responsibly in action and service to improve conditions both locally and globally; and 7) the ability to function effectively in an interdependent world. [↑](#footnote-ref-1)