

## ACS WASC/CDE

### Chapter IV Sample: Excerpts

#### A4. Leadership and Staff Criterion

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##### Measurable Effect of Professional Development

There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

Findings	Supporting Evidence
<p>A valid or reliable system is not currently in place to measure the effect of professional development on student performance. However, exit cards are collected following professional development and collaboration follows professional development activities and topics to ensure they are being discussed and implemented in the classroom. Administrators also observe teachers and discuss strategies and topics from professional development. Learning snapshot observations are another opportunity for teachers to observe one another using professional development strategies in the classroom. Our test scores may have a correlation to our professional development.</p>	<ul style="list-style-type: none"><li>• PD Exit cards</li><li>• PD plan</li><li>• Collaboration PD and department time</li><li>• CAHSEE/CST/AP Scores</li></ul>

## D1 & D2. Assessment and Accountability

### Modification of the Teaching/Learning Process

Findings	Supporting Evidence
<p>High stakes testing data are collected and analyzed yearly. As a result of recent testing data and the need to improve teacher collaboration and student access to teachers, staff voted in 2012 to change our Collaboration Day Schedule. Late Start Wednesdays have created an opportunity for staff to collaborate, discuss data, and pick-up new tools through professional development.</p> <p>Staff have realized the need to increase writing across the curriculum and professional development has supported this effort. Additionally, MyAccess computers have been available for student use in the classrooms since 2011 and are commonly used in Engli9sh and Special Education Classes. The MyAccess program pre-scores student writing based on word choice and organization.</p> <p>Staff have also been trained in Formative Assessment and are still grappling with implications. Numerous informal Formative Assessments – checks for understanding – are happening as can be seen in the learning snapshot observation data, but true Formative Assessment is seen less often across the campus,. Staff have been instructed that true Formative Assessment includes three components. The assessment itself should be informative and allow for data collection. It should be followed by “high quality corrective action. Finally, students must have a second chance to demonstrate successful learning.</p>	<ul style="list-style-type: none"><li>• Late Start Wednesday schedule</li><li>• Faculty meetings and collaboration</li><li>• MyAccess</li><li>• Formative Assessment PD</li></ul>

