ACS WASC/CDE
Focus on Learning

Part One for Schools Hosting a Visit in 2019-20
Our Group Norms

No sidebar conversations

You don’t have to sit
Group Norms

FIND YOUR COMFORT ZONE

There are no dumb questions!

good ideas

Off or on vibrate

Our signal for coming back together
Today’s Goals

Understanding ACS WASC organization and accreditation

Plan the structure of the work

Starting work on the Self-Study, Chapters I-IV

Thinking about Chapter V
Today’s Agenda

ACS WASC

Getting Organized for the Self-Study

Getting Started on the Self-Study
Today’s Agenda

ACS WASC

Getting Organized for the Self-Study

Getting Started on the Self-Study
ACS WASC

Worldwide

Commission

Private, Nonprofit

Serving 5,000 Schools

18 Partner Associations
Accreditation, an Ongoing Journey
ACCREDITATION ...

Self-renewal and Reflection

Self-Evaluation of Programs: Effective Structures and Habits/ Impact on Students

Student-Focused

Schoolwide Collaborative Work

-X-

Inspection Report
Teacher-Focused
Individual/Small Groupwork only
Accreditation Guiding Principles

- Total involvement and collaboration of all stakeholders.
- A culture that nurtures and supports the well-being of all students.
- Accomplishment of its vision, mission, and schoolwide learner outcomes
- High achievement of all students in relation to district goals, schoolwide learner outcomes, and academic standards
• Use of multiple ways to analyze data about student achievement, including student and staff perceptions/interviews, examining student work, and observing students engaged in learning

• Evaluation of the program effectiveness in relation to 1) impact on student learning based on schoolwide learner outcomes, critical student learning needs, and academic standards. and 2) meeting an acceptable level of quality in accordance with the ACS WASC criteria
• Alignment of prioritized findings to a schoolwide action plan focusing on student achievement

• **Ongoing improvement/accountability**

• Total involvement and collaboration of all stakeholders
Connect – Extend – Challenge

How does this definition connect with my ideas and experience?

What value is this process to our school?

What challenges do we need to consider?
ACS WASC Accreditation Cycle

Year 6

Year 1

Year 5

Focus on Learning

Year 4

Year 2

Year 3
Who are our students? How well are they doing?
ACS WASC Cycle of Quality

Follow-Up

Self Study

Visit
An ongoing process – not an event
Goal is an action plan which can be revised as necessary.
Self-Study due to Chairperson a minimum of 6 weeks prior to the visit!

Plan on 7 weeks to ensure you meet the deadline.
Today’s Agenda

ACS WASC

Getting Organized for the Self-Study

Getting Started on the Self-Study
Key Materials to Download and Print


Chair and Visiting Committee Member Checklists
Visiting Committee Chair Checklist
Visiting Committee Member Checklist

Reference Card 2
Tips: Gathering, Reviewing, Analyzing Data/Information

Accreditation Status Worksheet
ACS WASC/CDE Accreditation Status Worksheet
How well are our students achieving?

Are we doing everything possible to support high achievement for all students?
Where is the school now?
Where’s it going?
Does it have a good roadmap?
Outcomes of Self-Study

Involvement and collaboration

Clarification and measurement of Schoolwide Learner Outcomes

Data Analysis

Assessment of entire school program and its impact on student learning

Alignment of long-range action plan to school’s areas of need; Implementation and plan monitoring
Today’s Agenda

ACS WASC

Getting Organized for the Self-Study

Getting Started on the Self-Study
Quality School Framework

What are the two most important to you?
Are there any components you can leave out of your self study?
What are important characters of a quality self-study?
GOAL: Updated Schoolwide Action Plan aligned to LCAP

Student Focused
Supported
Manageable
Reasonable
Measurable
Adjustable
Ensure you’re using the NEWLY REVISED MANUAL dated 2018 (Edited for 2019-20 SY Visits)

www.acswasc.org/schools/public-california/

**Note:** This edition is to be used for schools preparing for a 2019-2020 ACS WASC self-study visit.

- Suggested Laboratory Science Safety Expectations
- ACS WASC/CDE School Coordinator Self-Study Checklists
- ACS WASC/CDE Self-Study School Report Layout


Each category of Chapter III is also available as a separate Word or Google Docs template.

**Chapter III:**

**Category A:** [Word Doc Template](#) | Google Drive (Docs) Template
**Category B:** [Word Doc Template](#) | Google Drive (Docs) Template
**Category C:** [Word Doc Template](#) | Google Drive (Docs) Template
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[www.acswasc.org/schools/public-california/](http://www.acswasc.org/schools/public-california/)
Organize!
Plan!
Train!
Support!
Timeline

Must have to Chair 6-weeks ahead of the visit

Scheduling and Staggering the work
Model Timeline: Flow of Activities

November-February

- Task 1:
  - Analyze and reflect upon schoolwide progress and the impact on student learning since the previous full self-study
  - Participants: Leadership Team, All Stakeholders
  - Product in Self-Study: Chapter I: Progress Report on schoolwide action plan, including integrated critical areas for follow-up

- Task 2:
  - Refine the student/community profile based on the analyzed and disaggregated data; clarify the schoolwide learner outcomes and major student learner needs
  - Participants: Leadership Team, All Stakeholders
  - Product in Self-Study: Chapter II: Student/Community Profile

February-June

- Task 3:
  - Analyze the quality of the school program in relation to the ACS WASC/CDE criteria with emphasis on the identified major student learner needs and related schoolwide learner outcomes
  - Synthesize the information; determine strengths and growth needs, and identify potential action steps
  - Participants: Focus Groups, Home Groups
  - Product in Self-Study: Chapter III: Self-Study Findings

- Task 4:
  - Summary of Identified Critical Student Learning Needs based on Profile and Group Analysis and Findings
  - Participants: Leadership Team and/or Student Profile Committee, All Stakeholders
  - Product in Self-Study: Chapter IV: Summary of Identified Critical Student Learning Needs

- Task 5:
  - Revise the comprehensive schoolwide action plan
  - Define schoolwide and subgroup growth targets
  - Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan
  - Participants: Leadership Team, All Stakeholders via Home and Focus Groups
  - Product in Self-Study: Self-Study Report, Chapter V, "Schoolwide Action Plan"

February-April

- February-April Ongoing Activities:
  - The visit
    - Participants: School/Visiting Committee, VC report
    - Product: Updated action plan
  - No later than six weeks following the visit submit an updated action plan to ACS WASC incorporating critical areas for follow-up left by the visiting committee
  - Implement and monitor the schoolwide action plan and its impact on student learning
    - Participants: School
    - Product: Ongoing progress reports for school and district
Checklists

Coordinator – pp. 23-25
Visit – pp. 135-137
Post Visit – pp. 183 +185
+ Each Chapter
Getting the work done

Roles
Responsibilities
Size
Composition
Leadership
Work
Timing
Norms
Leadership and possible Profile Team

Home Groups

Focus Groups
Stagger the work!

Lots of communication/sharing/reporting among the groups.

Not everything must be done in person.
What existing structures do we already have?

Training?

Groups? Teachers, Support Staff, Supporters, Partners, Parents?

Group Norms?
School Self-Study Coordinator Self-Study Report Preparation Checklist

pp. 23-25
Talk Time
Work Time
Organization
Timeline
Orientation
Today’s Agenda

ACS WASC

Getting Organized for the Self-Study

Getting Started on the Self-Study
Building Blocks of the Self-Study & Action Plan

Enrollment
Schoolwide Learner Outcomes
History
Professional Development
Classroom Practices
Other Plans
Demographics
School Programs
Assessments
Academic Data
School Culture/Support
Curricula
So what?

Characteristics of a Quality Self-Study

- Solid facts
- Analyzed evidence supported by data
- Straight forward language
How well are our students achieving?
Are we doing everything possible to support high achievement for all students?
Road to the Action Plan

Where is the school now?
Where is it going?
Does it have a good roadmap?
ACS WASC CDE Self-Study 2019-2020

Preface

Chapter I
Progress Report

Chapter II
Student-Community Profile

Chapter III
Self-Study Findings

Chapter IV
Major Student Learner Needs

Chapter V
Schoolwide Action Plan

Appendices
Chapter I: Progress Report
Chapter II: Student-Community Profile
Chapter III: Self-Study Findings
Chapter IV: Major Student Learner Needs
Chapter V: Schoolwide Action Plan

Preface

Tasks

Appendices
What do we already know?

How might we verify these understandings?

In what ways does this support or diminish student performance?
Work Smart!
Template


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www.acswasc.org/schools/public-california/
Self-Check Questions for Each Chapter of the Self-Study Report

Consolidated on pp. 27-28
Talk Time
Work Time
Task 1
Chapter I
Progress Report

Our work and progress over the past six years
Task 1
Chapter I
Progress Report
pp. 47-48
Chapter I: Progress Report

1. Significant developments

2. List schoolwide critical areas for follow-up from last full and any/all intervening visits

3. Ongoing follow-up process Comment on how the student/community profile and the annual progress reports, including the ACS WASC mid-cycle (third year) report, have been reviewed and discussed annually by all stakeholders as part of the ongoing school improvement focusing on student learning.

4. Using the current schoolwide action plan sections/goals, comment on progress with supporting evidence and impact on student learning

5. Critical areas for follow-up NOT currently in the Action Plan
Capacity and Commitment

Key components for the strength of your report setting the right stage for the visit and the team’s adjudication of their status recommendation
Self-Check Questions – Chapter I

• Have the certificated staff members and other stakeholders discussed the profile and progress since the last full self-study or initial visit?
• Did the school show how the schoolwide growth areas for continuous improvement and recommendations identified by visiting committees since the last full self-study were integrated into the action plan?
• Did the school address each section of the action plan?
• Did the progress report include data that indicates whether school staff and students met established growth targets?
• Did the progress report include the California School Dashboard data for student groups?
• Does the report show how each section impacted student accomplishment of the major student learner needs and one or more schoolwide learner outcomes?
• Did the school show how other critical areas for follow-up were addressed that were not part of the action plan?
Chapter I
Questions/Concerns
Task 2
Chapter II
Student Community Profile

Who are our students?
How well are they doing?
Task 2
Chapter II
School-Community Profile
pp. 49-58
Student/Community Profile

Data Programs

Analysis
Charts
Perception
Text

Graphs
Demographic
Three Years

Tables

Schoolwide Learner Outcomes

Disaggregation
Outcome
Who are our students?

Who compose our significant student populations?

What about different programs/paths/grade levels/special services?
Data

Graphs

Charts

Narrative

(when data are not complex)
Data

AP/IB
CELDT/ELPAC
Physical Fitness
District Assessments
Schoolwide Assessments
Data

Findings:
Trends
Irregularities
Anomalies
Data

Disaggregated
3 years of data
Chapter II: Data in Profile Guide

- General Background and History
- School Program Data
- Demographic Data
- Data on Addressing the Eight State Priorities
- Schoolwide Learner Outcomes
- Perception Data
California Accountability Model & School Dashboard

California Model Five-by-Five Placement Reports & Data

Name of District

Suspension (Unified School District) - Schools Five-by-Five Placement

Select an Indicator: Suspension Indicator Reporting Year: 2017 (Spring) View Student Groups Five-by-Five Report

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<td>Very High</td>
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http://www.cde.ca.gov/ta/ac/cm/
What do the data tell us?
Not tell us?
Do pieces of data conflict with one another?
Do pieces of data support other data?
What questions do the data raise?
Schoolwide Learner Outcomes

Global
Interdisciplinary
All students
Assessable
Example of **Schoolwide Learner Outcomes**

**Effective Communicator**

**Twenty-first century technology skills**

**Analytical Thinker**
Schoolwide Learner Outcomes

Comment on the degree to which the students are achieving ALL of the identified schoolwide learner outcomes.
Student/Community Profile Tells Your Story

SUMMARY
Implications of the data
Identify 2-3 preliminary major student learner needs
Important questions to be discussed by Focus Groups

2017 ACS WASC/CDE Manual p. 47
Preliminary Major Student Learning/Learner Needs

Student centered—focused on student not activities

Generally related to literacy, numeracy, and/or affect

Studied in Chapter III

Supported by school’s goals and data

Reflected in Schoolwide Action Plan/LCAP
Major Student Learner Needs

Approximately 40% of our 9th grade students are unprepared for Algebra.

Students’ academic writing generally is weak.

EL students have limited academic vocabulary in English.

Students’ motivation and/or interest
Student Major Learner Needs
Restated/Altered in Chapter IV
Given the data for our profile, where is it/how will we obtain it? Understand it?
Self-Check Questions – Chapter II

• Has the Leadership Team gathered and analyzed all required and other pertinent data to identify the characteristics and trends of achievement of ALL the students?
• Has the Leadership Team produced a user-friendly profile for all stakeholders?
• Have the certificated staff members and other stakeholders scheduled a time for discussion of the profile to determine preliminary major student learner needs?
• Has there been discussion of the relationship of the preliminary 2–3 major student learner needs to the schoolwide learner outcomes, the district LCAP goals, actions, and services, college- and career-readiness indicators?
• Have the stakeholders refined the measurable indicators of the schoolwide learner outcomes that define their quality accomplishment?
• Do the stakeholders understand how to use the profile data, including the vision, mission, and schoolwide learner outcomes, to guide further inquiry about student achievement and the school programs?
Chapter II
Questions/Concerns
Talk Time
Work Time
Task 3
Quality of the School’s Programs

Evaluate with emphasis on the identified preliminary major student learner needs

Identify and prioritize strengths and growth areas
Task 3
Chapter III

Quality of the School Program
pp. 59-62
Organization
Curriculum
Instruction
Assessment and Accountability
School Culture and Support
Need to Ensure Communication and Coordination Among the Groups

Profile Guidance Leadership Team

Home Groups Detail Differentiation

Focus Groups Analysis Assessment Conclusions
Ready, Set, Go
C: Standards-based Student Learning: Instruction

C1. Student Involvement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1.2. Prompt: Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate learning and college and career readiness.
Focus Groups answer the “So What” Question of the Prompt based on information from the data and Home Groups

How effective is this overall?

How are things alike or different for groups of students?

How does/might this work support improvement in students’ critical learner needs?

Respond to the PROMPT
Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.

<table>
<thead>
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<th>Findings</th>
<th>Supporting Evidence</th>
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C1.1. Additional Online Instruction Prompt: Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.

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Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.

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https://www.acswasc.org/schools/public-california/
ACS WASC Category C. Standards-based Student Learning: Instruction:
Summary, Strengths, and Growth Needs

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

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the preliminary identified critical student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical student learning needs)

Prioritize the areas of strength and growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

Category C: Standards-based Student Learning: Instruction: Areas of Growth
Prompts

Patterns?

Trends?

Reflections?

What do we do now?

What about the future?
The Big Three

1. Respond to the prompts
2. Differentiate
3. Dig down to the major student learner needs
Observable Evidence

What the students are doing and producing

Student interviews and observations

Hard data and information

Other interviews, observations, etc.
Looking at the prompts

**Curriculum B1.3.** B1.3. Prompt: *Evaluate* the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

**Instruction C1.1.** Prompt: *Evaluate* the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.

**Assessment:** D1.2. Prompt: *Evaluate* the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.
Capture Observations — Learning Snapshots

What are the students doing?

- Listening
- Watching
- Writing
- Reading
- Calculating
- Taking notes
- Completing worksheet
- Using technology
- Working in a group
- Working alone

Which critical learner needs were observed?

- Non-fiction reading
- Critical thinking
- Academic writing

What schoolwide learner outcomes were observed?

- Global awareness
- Problem solving
The Photo by Unknown Author is licensed under CC BY-NC-SA

Student Work
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
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...?
Resources

ASCD
Looking at Student Work
School Reform Initiative
Edutopia
Education World
Let’s Practice

Regroup

Compare criteria and responses, including agreeing on the criteria

Individually sort the students’ papers into “High Quality,” “On the Road,” and “Missed the Mark

Determine team’s summary agreements and agreement on quality assessment
Regroup at a Table as Experts in a School’s Home Group
Category B
Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements.

Current Educational Research and Thinking

B1.1. Indicator: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Prompt: Evaluate how effective the school uses current educational research related to the curricular areas to implement the curriculum and instructional program for students.
Category C: Instruction

C2. Student Engagement Through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize creative and critical thinking skills, and applications.

Teachers as Facilitators of Learning
Indicators with Prompts

C2.1. Indicator: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of multimedia and technology.

C2.1. Prompt: Evaluate the extent to which teachers effectively use a variety of instructional and student engagement strategies, including the use of instructional technology in the delivery of the curriculum. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other techniques to engage students in their own learning.
Let’s Practice
Home Group – THE EXPERTS

What do the indicator and prompt mean?

Brainstorm types of evidence that might be used for this indicator/prompt?
Curriculum

B2. Equity and Access to Curriculum Criterion

**B2.2. Prompt:** Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

Instruction

C2. Student Engagement through a Variety of Strategies and Resources Criterion

**C2.2. Prompt:** Evaluate and provide evidence on how well the representative student work that demonstrates students think, reason, and problem solve in group and individual activities, such as projects, discussions and debates, and inquiries related to investigation.

Assessment and Accountability

Demonstration of Student Achievement

**D2.2. Prompt:** Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. (This may include how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.)
Self-Check Questions

• Was the analysis of the school program done in relation to the accomplishment of the preliminary major student learner needs, the schoolwide learner outcomes, academic standards, and the criteria concepts?
• Was the accuracy of the findings discussed and supported by evidence?
• Did discussion occur about how the findings relate to supporting the learning needs of all students and how the evidence may have changed the identified major student learner needs?
• Were evaluative responses provided for all the criteria/indicators/prompts with supporting evidence? (How effective? What has been the impact on student learning?)
• Are strengths and prioritized areas for growth reasonable based on the aligned findings?
The Criteria Indicator and Prompt

Professional Development and Learning

A4.2. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.2. Prompt: Determine the effectiveness of the professional development support, time and resources to the teacher and staff needs. Comment on the effectiveness of the process in place to assess the measurable effects of professional development on teacher practice and the impact it has on student performance.

A4.2. Additional Online Instruction Prompt: Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.
A4. Staff: Qualified and Professional Development Criteria

A4.3 Support of Professional Development/Learning and Measurable Effect on Student Learning

At [school] we have created a four to six-week professional development cycle that includes: learning a schoolwide strategy, practicing with teachers, practicing in class, being observed by a peer and analyzing the student work. This cycle has benefitted our teachers, who are mainly new to the profession. They have developed in their instructional skill exponentially, rather than gradually over time.
Peer observation has provided our teachers the opportunity to not only observe their peers using the school-wide strategies, but also to observe their own students in different academic classes and settings. This has proven to be invaluable to our grade level discussions and department meetings particularly as we look to improve writing. Teachers can see what other teachers do to engage students and to challenge them, which fosters tremendous collaboration among our professionals. Cycles have included: Rituals and Routines, Cornell Notes, 7 Habits, Accountable Talk, Frontloading Vocabulary and a cycle of writing instruction is forthcoming.
Rewind

Does this response truly respond to the prompt?

If yes, what are the clues?
If no, what seems to be missing?

Is our response evaluative?
What’s the evidence?
Let’s look at one more example from a different school
C2. Student Engagement through a Variety of Strategies and Resources Criterion
Application of Learning

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.3. Prompt: Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.
Each classroom is set-up for active use of technology plus there are three mobile carts of laptops and several document cameras available. However, there are no printing capabilities for students. Teacher interviews indicate that a “significant number” of the laptops do not work and that the school’s wireless network is “slow and unreliable with insufficient bandwidth to support a class of students.” These deficiencies make it difficult to regularly and effectively use multimedia and other technology in the classroom.
Rewind

Does this response truly respond to the prompt? If yes, what are the clues?

If no, what seems to be missing?

Is it evaluative? What’s the evidence?
Return to your table group with your notes

New Ideas?
Insights?
Strategies?
Chapter III: Self-Study Findings

<table>
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<th>Supporting Evidence</th>
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Self-Check Questions – Chapter III

• Was the analysis of the school program done in relation to the accomplishment of the preliminary major student learning needs, the schoolwide learner outcomes, academic standards, and the criteria concepts?
• Was the accuracy of the findings discussed and supported by evidence?
• Did discussion occur about how the findings relate to supporting the learning needs of all students and how the evidence may have changed the identified major student learner needs?
• Were evaluative responses provided for all the criteria/indicators/prompts with supporting evidence? (How effective? What has been the impact on student learning?)
• Are strengths and prioritized areas for growth reasonable based on the aligned findings?
Chapter III Questions/Concerns
Talk Time
Work Time
Task 4
Chapter IV

Summary of Identified Major Student Learner Needs
pp. 63-64
Chapter IV: Summary: Identified Major Student Learner Needs

Our original thoughts (Chapter II?) + Our Strengths and Growth Areas from Chapter III? = Other insights? = Major Student Learner Needs

Summarize identified Major Student Learner Needs based on Profile and Focus Group Findings
Task 4

Summary of Identified Major Student Learner Needs

Based on analysis, what are the major student learner needs?
Summary: Major Student Learner Needs

Review Chapters II and III:

Look for similarities and differences among the chapter responses through strengths and growth areas

Cluster these and modify where necessary

Check alignment with district LCAP

Modify as necessary

Think about using a table
Our school...

• Building consensus?
• Is it something we can “fix”?
• How might these fit with/within other plans?
Self-Check Questions – Chapter IV

• Have all the certificated staff members and other stakeholders discussed the progress report, the profile, the draft summary of the data implications, the preliminary 2–3 major student learner needs, and the findings from the Focus Groups using the matrixes?
• Has the school obtained input from all members of the school community as the implications and identification of the major student learner needs are determined based on the data, including the California School Dashboard results for student groups, and progress?
• Has there been discussion of the relationship of the 2–3 major student learner needs to the schoolwide learner outcomes, the district LCAP goals, actions and services, and college- and career-readiness indicators?
• Is there consensus on the identified major student learner needs?
Chapter IV
Questions/ Concerns
Talk Time
Work Time
Task 5
Chapter 5
pp. 65-67

Revise the comprehensive schoolwide action plan; define schoolwide and student group growth targets; review and revise as necessary the established ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan.
Task 5
Revised Action Plan aligned to LCAP

Revise the comprehensive schoolwide action plan and student growth targets. Revise/establish an ongoing follow-up process.
Self-Check Questions – Chapter V

• Is the action plan organized around measurable growth targets and benchmarks for all appropriate student groups?
• Do the action plan sections address the learning needs of students as identified in the student/community profile?
• Has the school integrated other initiatives to create one single comprehensive schoolwide action plan?
• Does the action plan align with the district LCAP?
• Are resources dedicated to each growth target?
• Is there an effective process in place to integrate the visiting committee suggestions after the visit?
• Is there a sound follow-up process that will be used to monitor the accomplishment of the action plan and modify as needed?
Chapter V
Questions/ Concerns
Report to VC 6 weeks ahead of visit
Revised Action Plan aligned to LCAP based on the Visiting Committee’s schoolwide areas for growth is due to the Commission within 6 weeks following the visit.
Road to the Action Plan

- Schoolwide Learner Outcomes
- Data
- Major Student Learner Needs
- Criteria Strengths
- Criteria Growth Areas

Action Plan
Why am I taking this course?
What am I supposed to do with all of this information?
How can I prove I know it?
Burning Questions?
confident!
Today’s Goals

Understanding ACS WASC organization and accreditation

Plan the structure of the work

Starting work on the Self-Study, Chapters I-IV

Thinking about Chapter V
Training Sessions Available

- ACS WASC/CDE 2019-20 Part One Training Workshops
- ACS WASC FOL 2019-20 Part One Training Workshops
- ACS WASC Postsecondary 2019-20 Part One Training Workshops
- 2019-20 ACS WASC FOL Part One Self-Study Training Schedule
- 2019-20 ACS WASC/CDE Part One CDE Self-Study Training Schedule
- 2019-20 ACS WASC Postsecondary Part One Self-Study Training Schedule
- 2019-20 ACS WASC/CDE Part One Training Webinar: November 8, 9:30-11:30 am
- 2019-20 ACS WASC Postsecondary Part One Self Study Training Webinar: November 12, 9:30-11:30 am
- 2019-20 ACS WASC FOL Part One Training Webinar: November 15, 9:30-11:30 am
- 2019-20 ACS WASC Postsecondary Part One Training Webinar – Office Hours: February 11, 9:30-11:00 am
- 2019-20 ACS WASC/CDE Part One Self-Study Training Webinar – Office Hours: February 13, 9:30-11:30 am
- 2019-20 ACS WASC Part One Self-Study Training Webinar – Office Hours: February 19, 9:30-11:30 am

/www.acswasc.org/training/school-self-study-training/
Part 2 Training September Webinar

2020 Training

www.acswasc.org/training/school-self-study-training/fol-private-school-training
California Public & Charter School Self-Study Training


Part One/Two

RECORDING and PRESENTATION

Additional Materials

- ACS WASC/CDE Status Explanation Worksheet, 2017 Edition

Office Hours

RECORDING and PRESENTATION

Part Three

RECORDING and PRESENTATION
An opportunity to ask more questions and get answers from trainers. Your principal will be notified.