ACS WASC/CDE
Focus on Learning

Part One for Schools Hosting a Visit in 2019-20

©ACS WASC 2018

Our Group Norms

No sidebar conversations

You don't have to sit

©ACS WASC 2018

Group Norms

FIND YOUR COMFORT ZONE

good ideas

Off or on vibrate

There are no dumb questions!

Our signal for coming back together

©ACS VIASC 2018

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

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Today's Agenda

ACS WASC

Getting Organized for the Self-Study

Getting Started on the Self-Study

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Today's Agenda

ACS WASC

Getting Organized for the Self-Study

Getting Started on the Self-Study

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ACS WASC

Worldwide

Private, Nonprofit

Commission

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

Inspection

Report

Teacher-Focused

Individual/Small Groupwork only

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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

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- 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

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- Alignment of prioritized findings to a schoolwide action plan focusing on student achievement
- Ongoing improvement/accountability
- Total involvement and collaboration of all stakeholders

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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?

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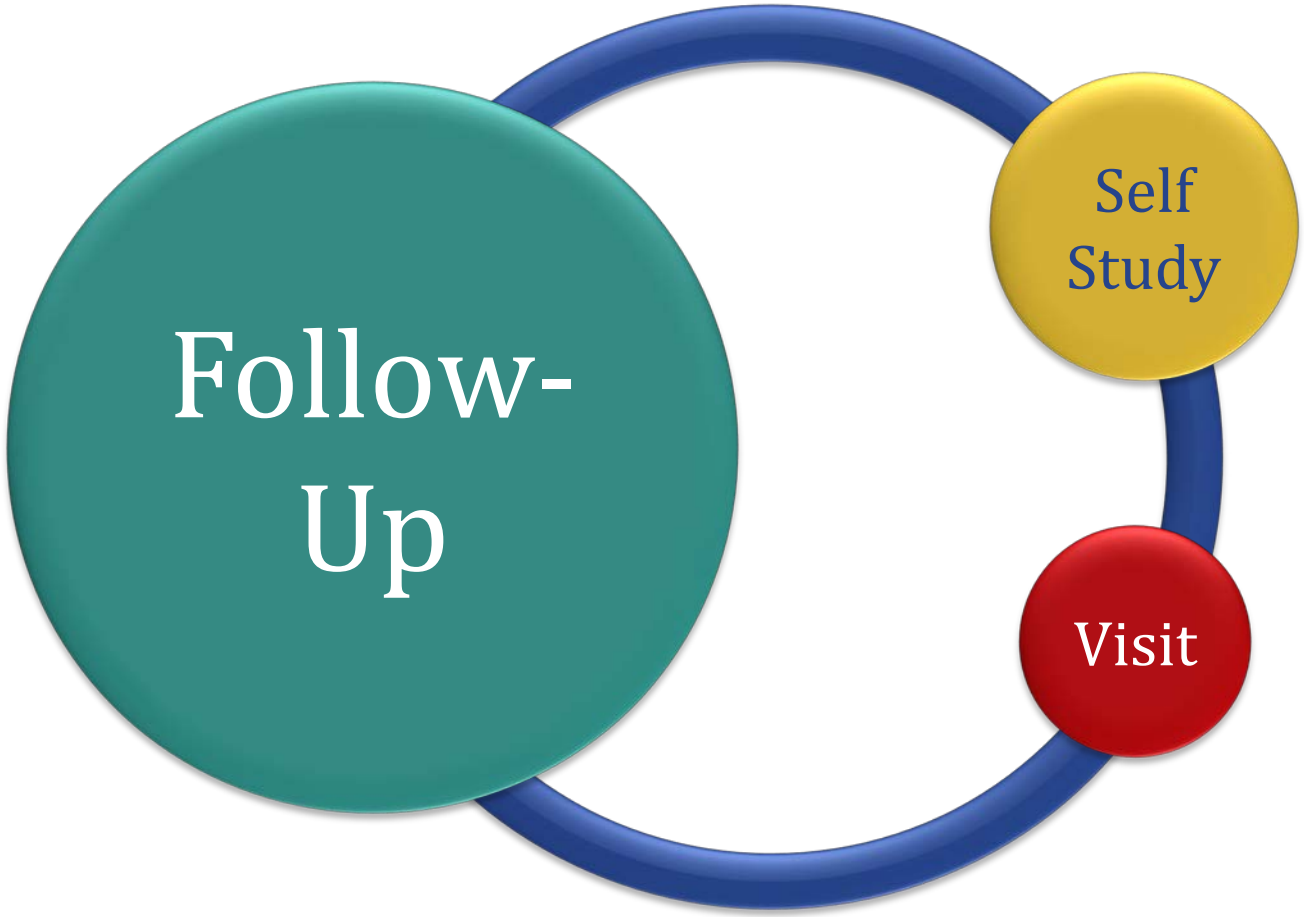
ACS WASC Accreditation Cycle

©ACS WASC 2018

Who are our students?
How well are they doing?

ACS WASC Cycle of Quality



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ACS WASC Cycle of Quality

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

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Key Materials to Download and Print

ACS WASC Manual

ACS WASC/CDE Focus on Learning Accreditation Manual, Joint Process for all California Public Schools, including California Charter Schools, 2017 Edition (Edited for 2018-2019 SY Visits)

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

www.acswasc.org

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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

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Today's Agenda

ACS WASC

Getting Organized for the Self-Study

Getting Started on the Self-Study

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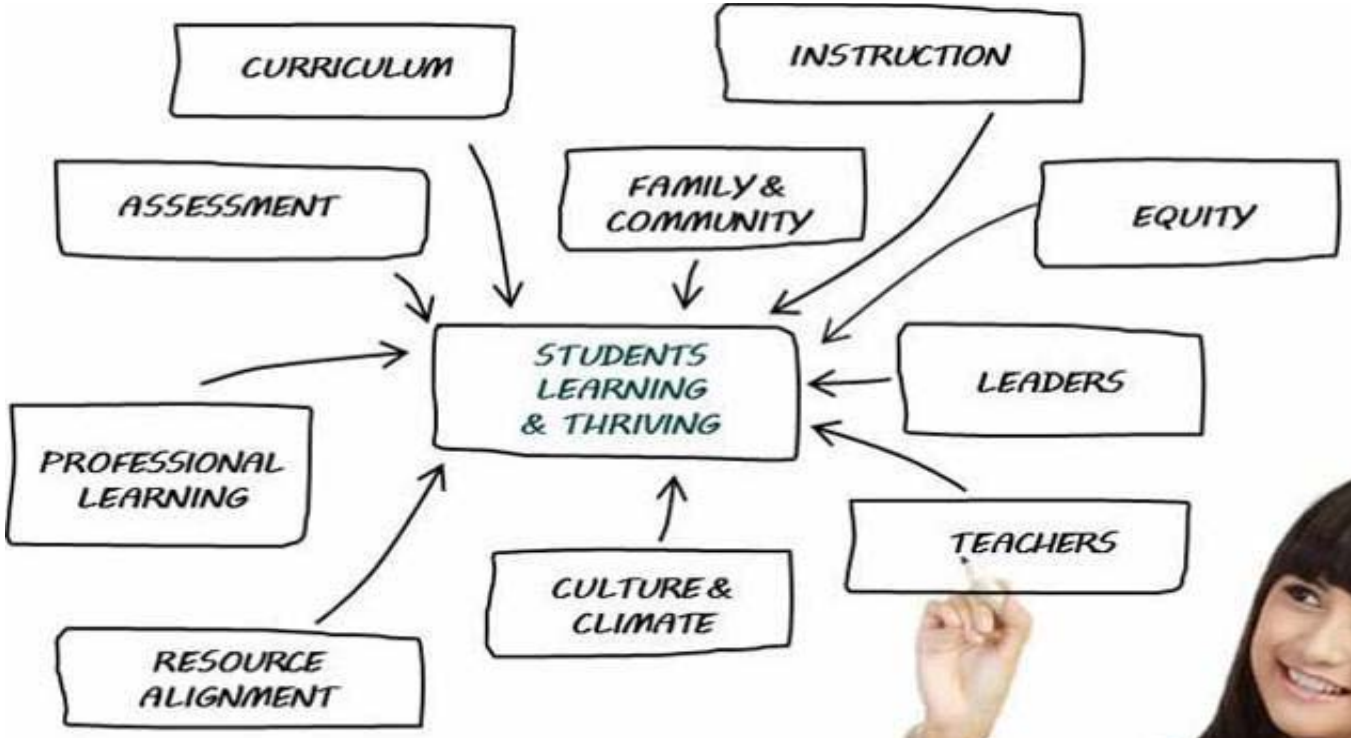
Quality School Framework



What are the two most important to you?

Are there any components you can leave out of your self study?

©ACS WASC 2018

What are important characters of a quality self-study?

©ACSVASC2010

GOAL:
Updated Schoolwide Action Plan aligned to LCAP

Student Focused

Supported

Manageable

Reasonable

Measurable

Adjustable

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Ensure you're using the NEWLY REVISED MANUAL dated 2018 (Edited for 2019-20 SY Visits)

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

©ACS WASC 2018

ACS WASC/CDE Focus on Learning Accreditation Manual, Joint Process for all California Public Schools, including California Charter Schools, 2018 Edition (2019-2020 SY Visits)

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

ACS WASC/CDE 2018 Edition (2019-2020 SY Visits) Self-Study School Report Template: Word Doc Template NEW | Google Drive (Docs) Template

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

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Organize!
Plan!
Train!
Support!

Timeline

Must have to Chair 6-weeks ahead of the visit

Scheduling and Staggering the work

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Model Timeline: Flow of Activities

November-February

February-June

February-April

p. 29

— *Year Prior to Self-Study* —

November–February Activities	Participants	Product in Self-Study
Task 1: • Analyze and reflect upon schoolwide progress and the impact on student learning since the previous full self-study	– Leadership Team – All Stakeholders	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	– Leadership Team – All Stakeholders	Chapter II: Student/Community Profile
February–June Activities and September–December or January Activities		
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	– Focus Groups – Home Groups	Chapter III: Self-Study Findings • Notes/evidence for informational sharing between Home Groups and Focus Groups • Self-Study Report, Chapter IV, "Self-Study Findings" • Pertinent evidence available for review by visiting committee
Task 4: • Summary of Identified Critical Student Learning Needs based on Profile and Group Analysis and Findings	– Leadership Team and/or Student Profile Committee – All Stakeholders	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	– Leadership Team – All Stakeholders via Home and Focus Groups	Self-Study Report, Chapter V, "Schoolwide Action Plan"
February–April Ongoing Activities		
• The visit	– School/Visiting Committee	VC report
• 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	– School	Updated action plan
• Implement and monitor the schoolwide action plan and its impact on student learning	– School	Ongoing progress reports for school and district

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Checklists

©ACS WASC 2018

Getting the work done

Roles
Responsibilities
Size
Composition
Leadership
Work
Timing
Norms

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Leadership and possible Profile Team

Home Groups

Focus Groups

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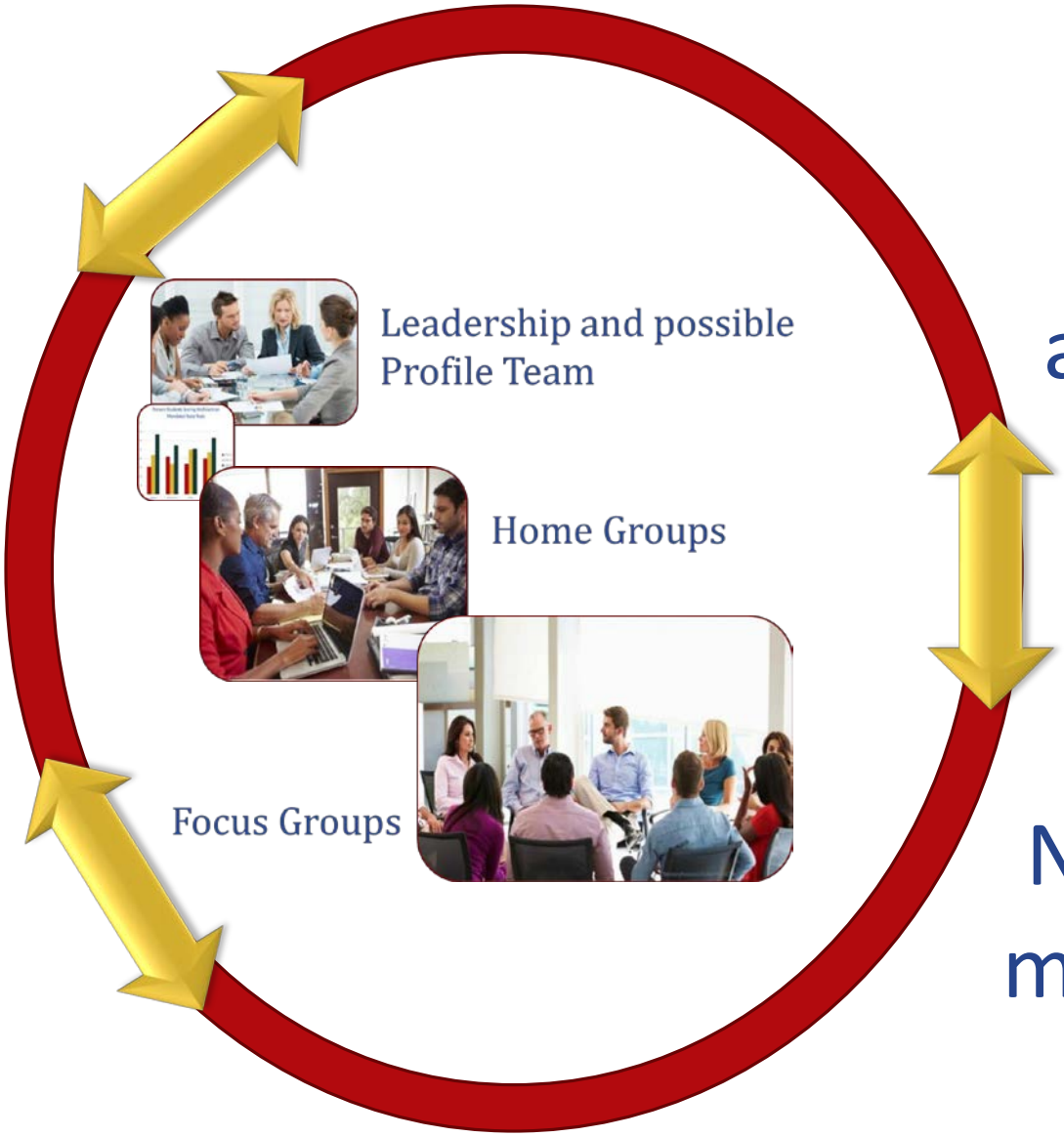

Lots of communication/ sharing/reporting among the groups.

Stagger the work!

Not everything must be done in person.

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What existing structures do we already have?

Training?

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

Group Norms?

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School Self-Study Coordinator Self-Study Report Preparation Checklist

pp. 23-25

Talk Time
Work Time

Organization
Timeline
Orientation

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Today's Agenda

ACS WASC

Getting Organized for the Self-Study

Getting Started on the Self-Study

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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

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How well are our students achieving?

Are we doing everything possible to support high achievement for all students?

©ACS

Road to the Action Plan

Where is the school now?
Where is it going?
Does it have a good roadmap?

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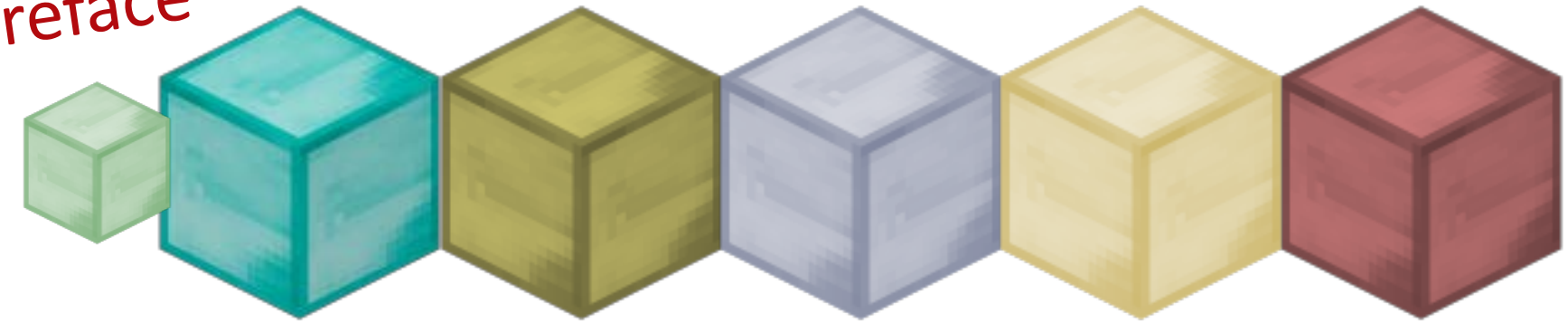
Schoolwide Learner Outcomes
Data
Major Student Learner Needs
Criteria Strengths
Criteria Growth Areas
Action Plan

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

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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

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What do we already know?

How might we verify these understandings?

In at ways does this support or diminish student performance?

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Work Smart!

Template

ACS WASC/CDE 2018 Edition (2019-2020 SY Visits) Self-Study School Report Template: Word Doc Template NEW | Google Drive (Docs) Template

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Self-Check Questions for Each Chapter of the Self-Study Report

Consolidated on pp. 27-28

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Task 1
Chapter I
Progress Report

Our work and progress over the past six years

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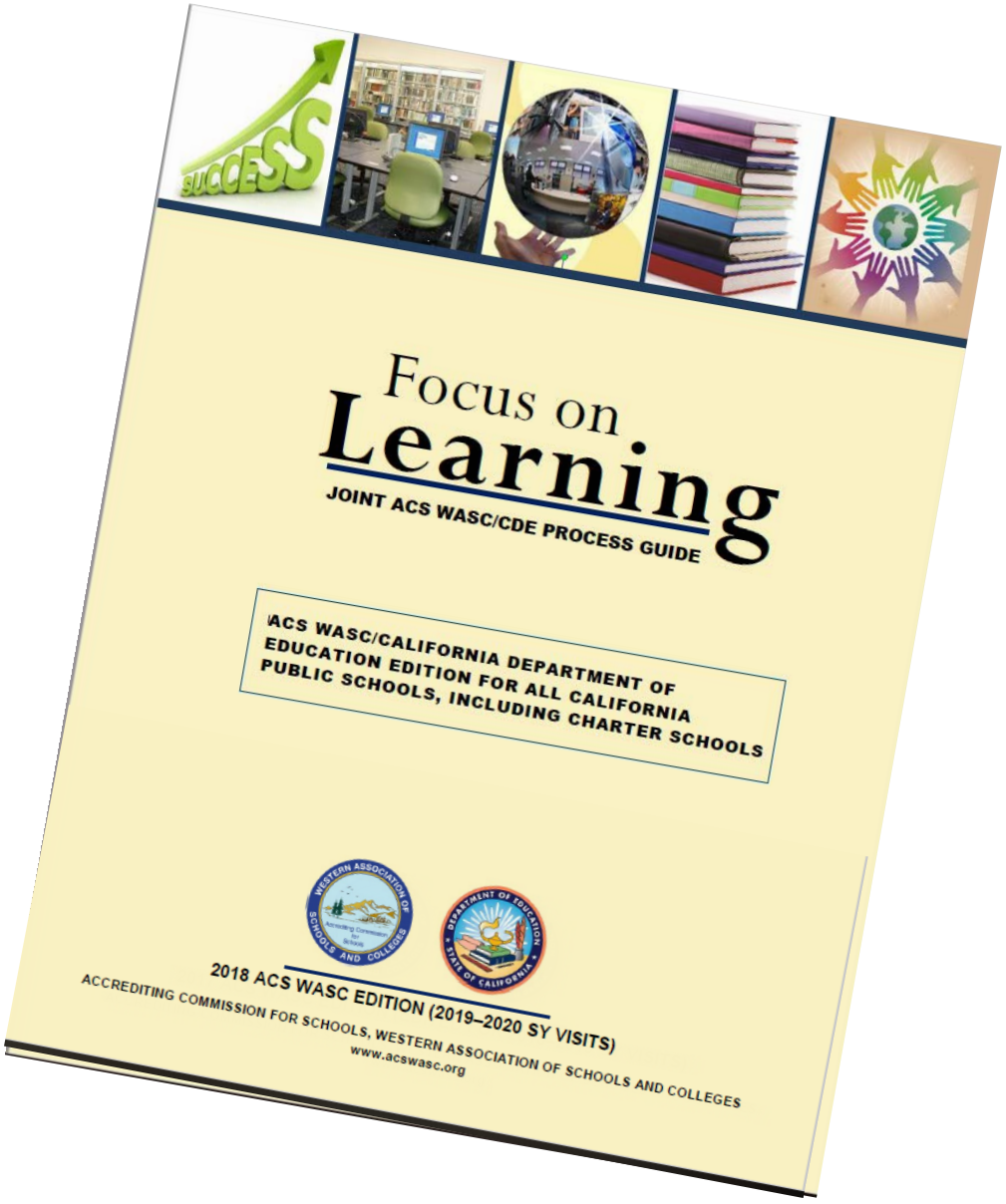
Task 1
Chapter I

Progress Report
pp. 47-48



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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

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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

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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?

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Chapter I Questions/ Concerns

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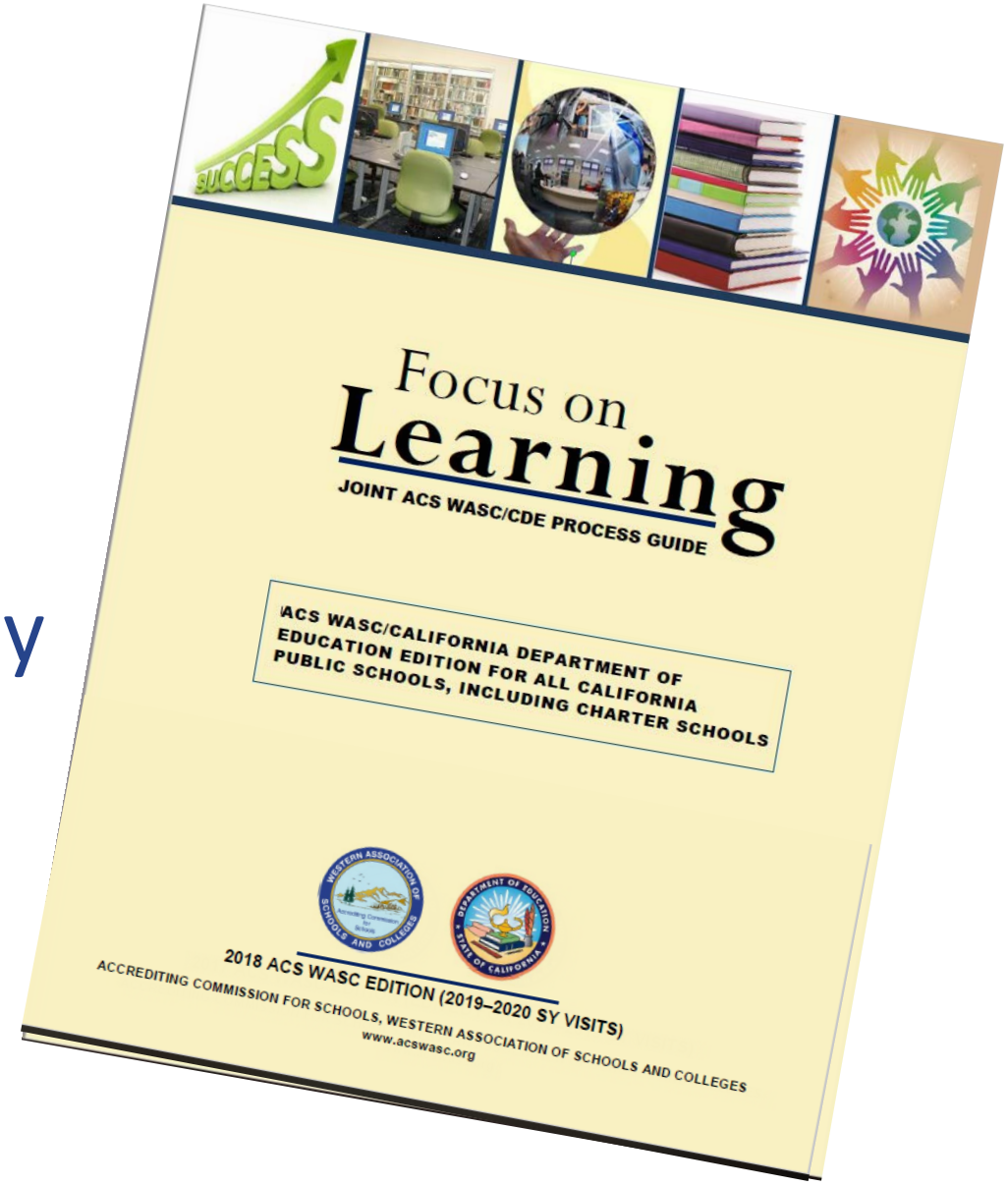
Task 2
Chapter II
Student Community Profile

Who are our students?
How well are they doing?

Task 2
Chapter II

School-Community Profile
pp. 49-58



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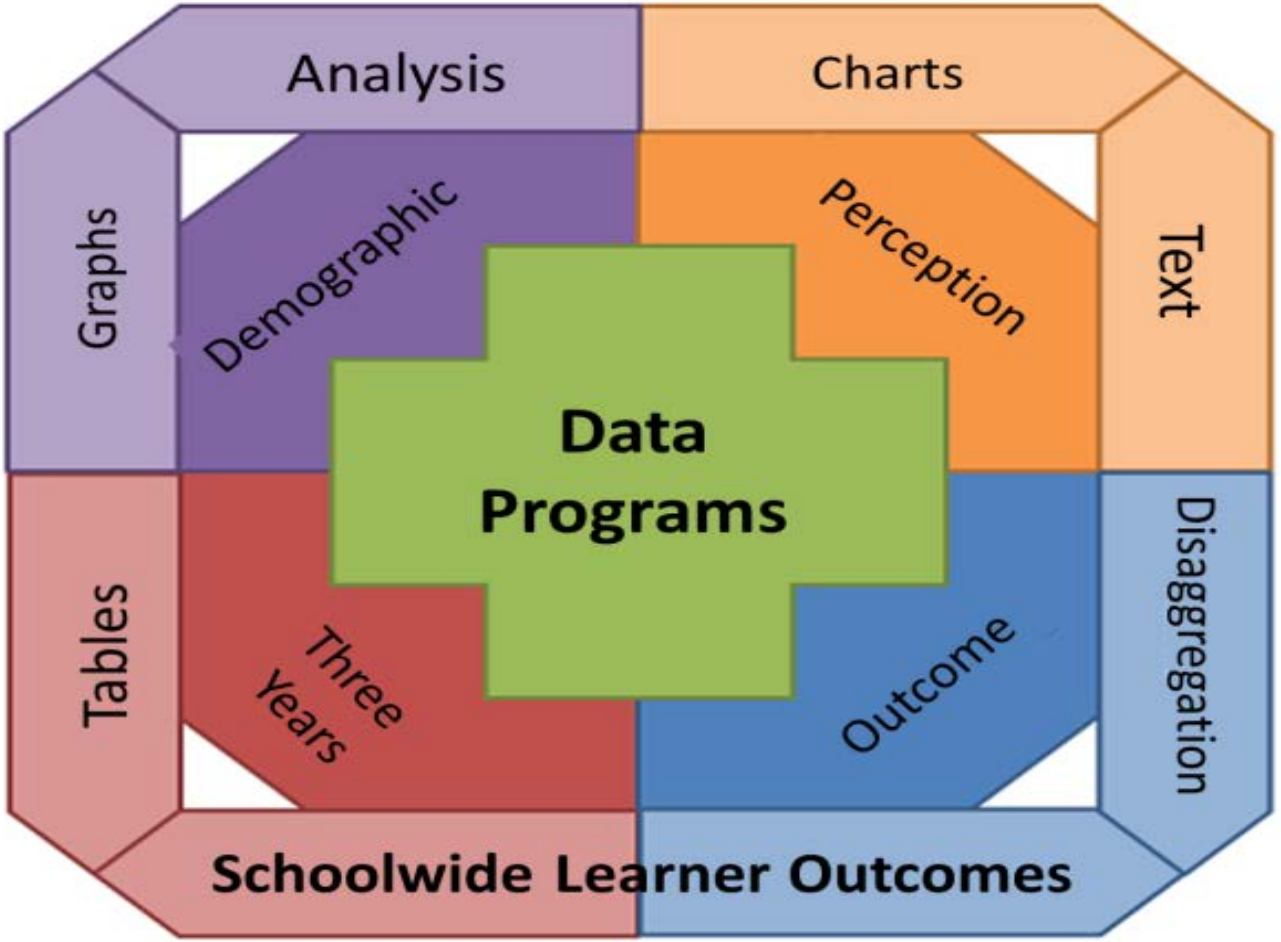
Student/Community Profile



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Student/Community Profile Tells Your Story

Who are our students?

Who compose our significant student populations?

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

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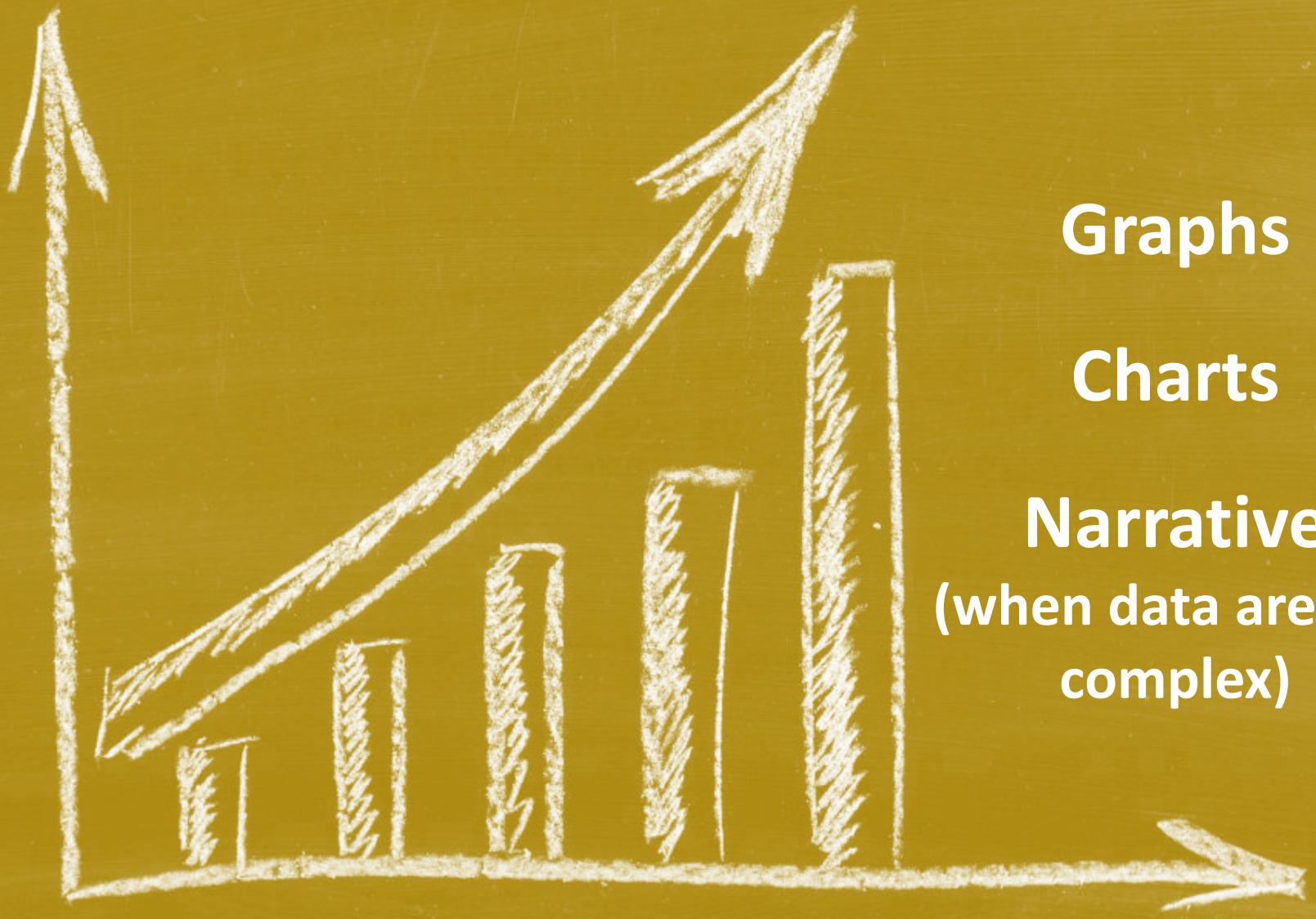
Data



Graphs

Charts

Narrative
(when data are not complex)

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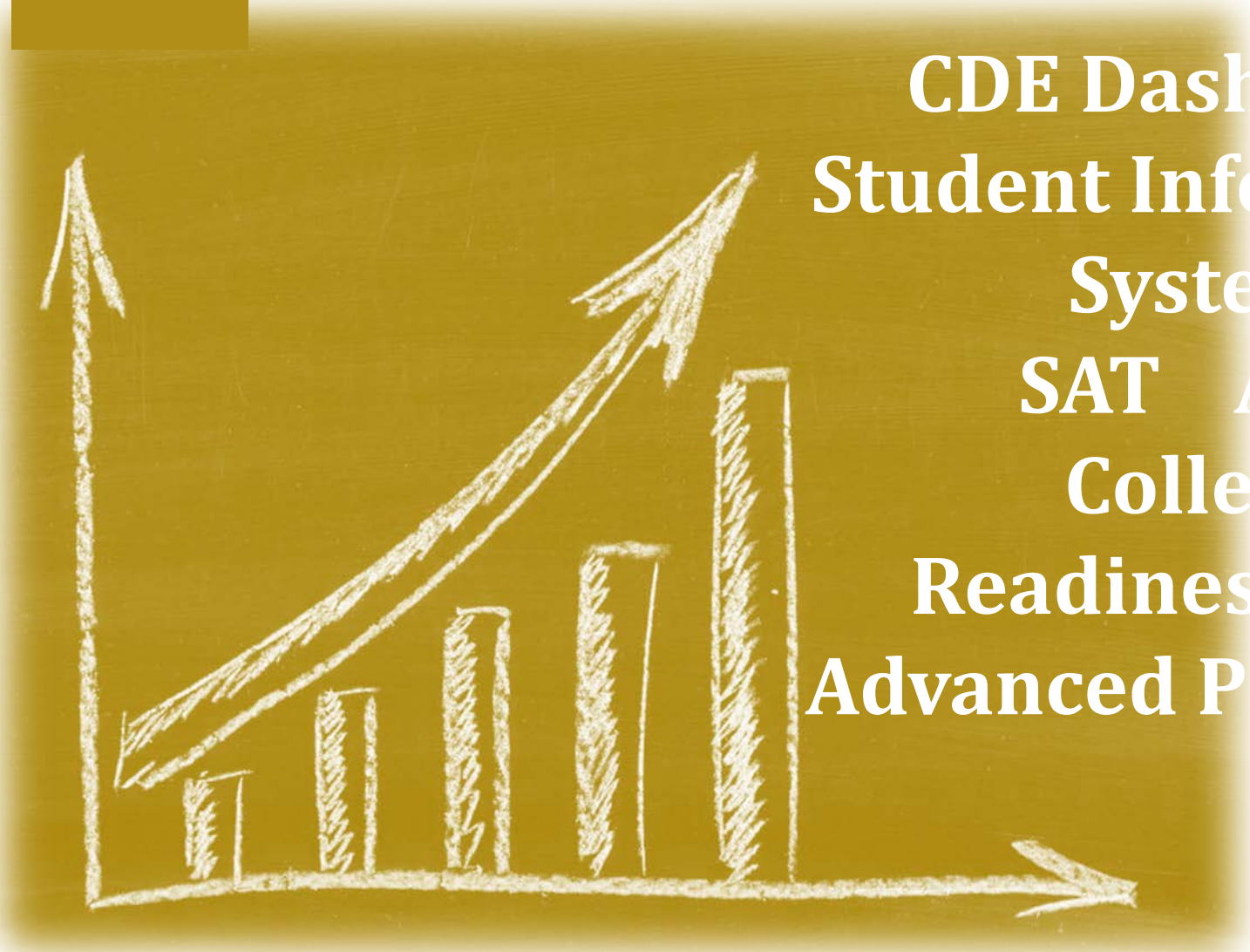

CDE Dash
Student Info
Syste
SAT A
Colleg
Readines
Advanced Pl

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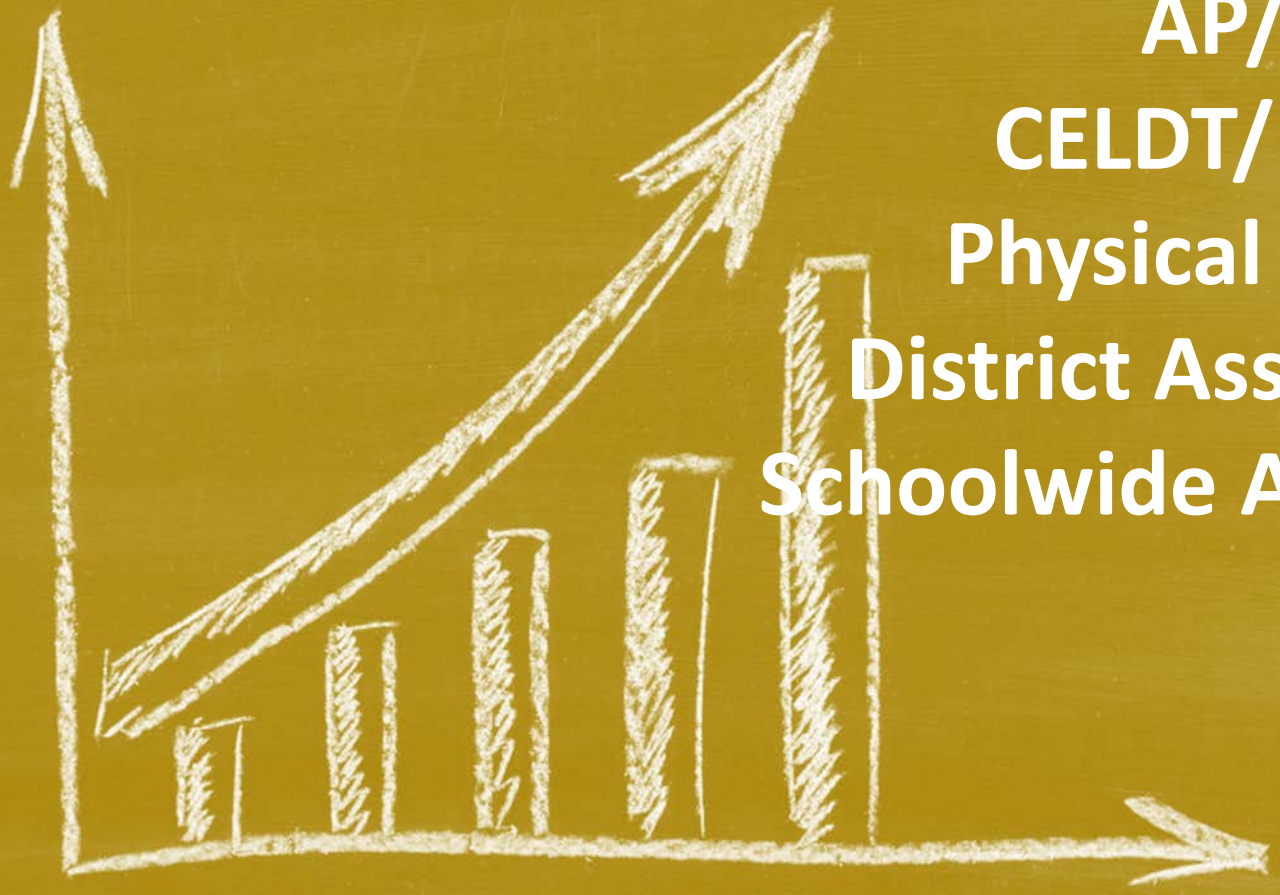
Data



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

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Data

Findings:
Trends
Irregularities
Anomalies

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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

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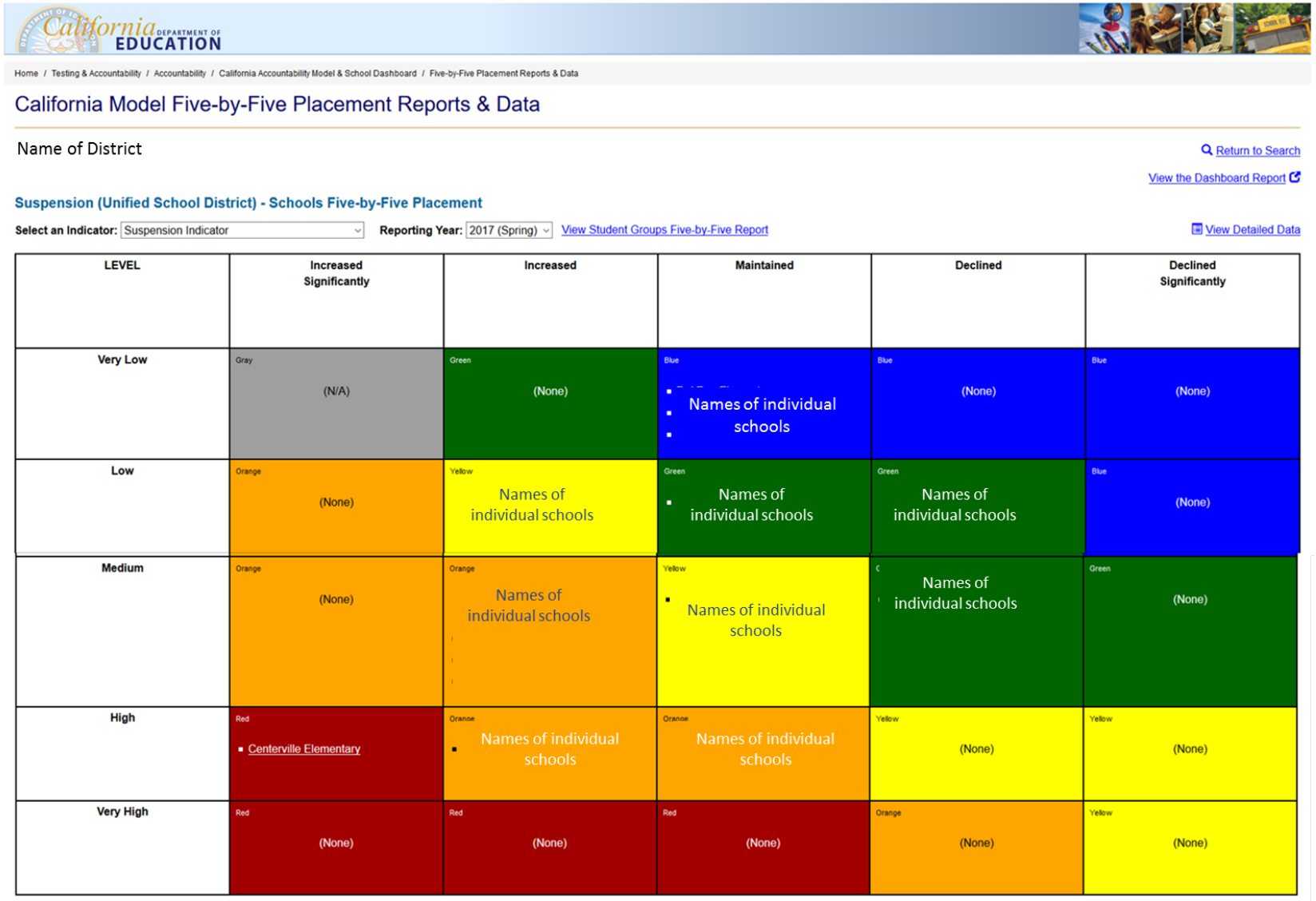
California Accountability Model & School Dashboard



California Department of Education

Home / Testing & Accountability / Accountability / California Accountability Model & School Dashboard / Five-by-Five Placement Reports & Data

California Model Five-by-Five Placement Reports & Data

Name of District

Return to Search

View the Dashboard Report

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 View Detailed Data

LEVEL	Increased Significantly	Increased	Maintained	Declined	Declined Significantly
Very Low	Gray (N/A)	Green (None)	Blue Names of individual schools	Blue (None)	Blue (None)
Low	Orange (None)	Yellow Names of individual schools	Green Names of individual schools	Green Names of individual schools	Blue (None)
Medium	Orange (None)	Orange Names of individual schools	Yellow Names of individual schools	Names of individual schools	Green (None)
High	Red Centerville Elementary	Orange Names of individual schools	Orange Names of individual schools	Yellow (None)	Yellow (None)
Very High	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

http://www.cde.ca.gov/ta/ac/cm/

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Student/Community Profile Tells Your Story

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?

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Schoolwide Learner Outcomes

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

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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

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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

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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

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Student Major Learner Needs Restated/Altered in Chapter IV

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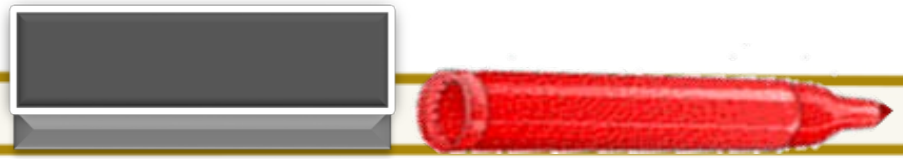
Given the data for our profile, where is it/how will we obtain it? Understand it?



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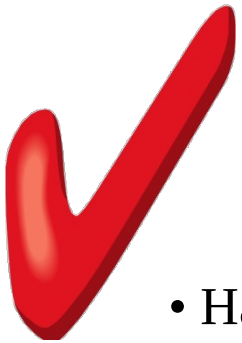

Self-Check Questions – Chapter II

• 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?

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Chapter II Questions/ Concerns

©ACS WASC 2018

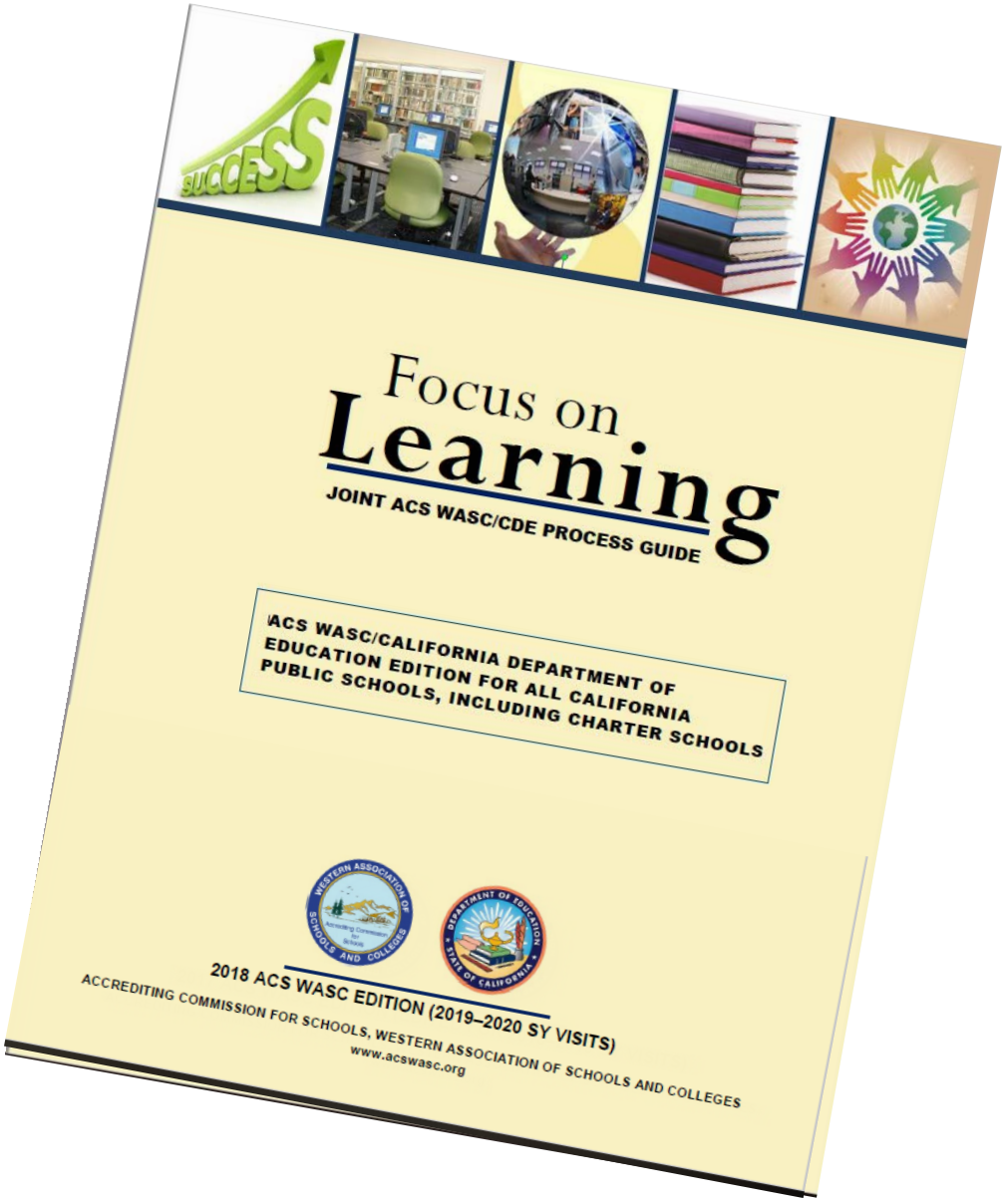
Task 3
Quality of the School's Programs

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



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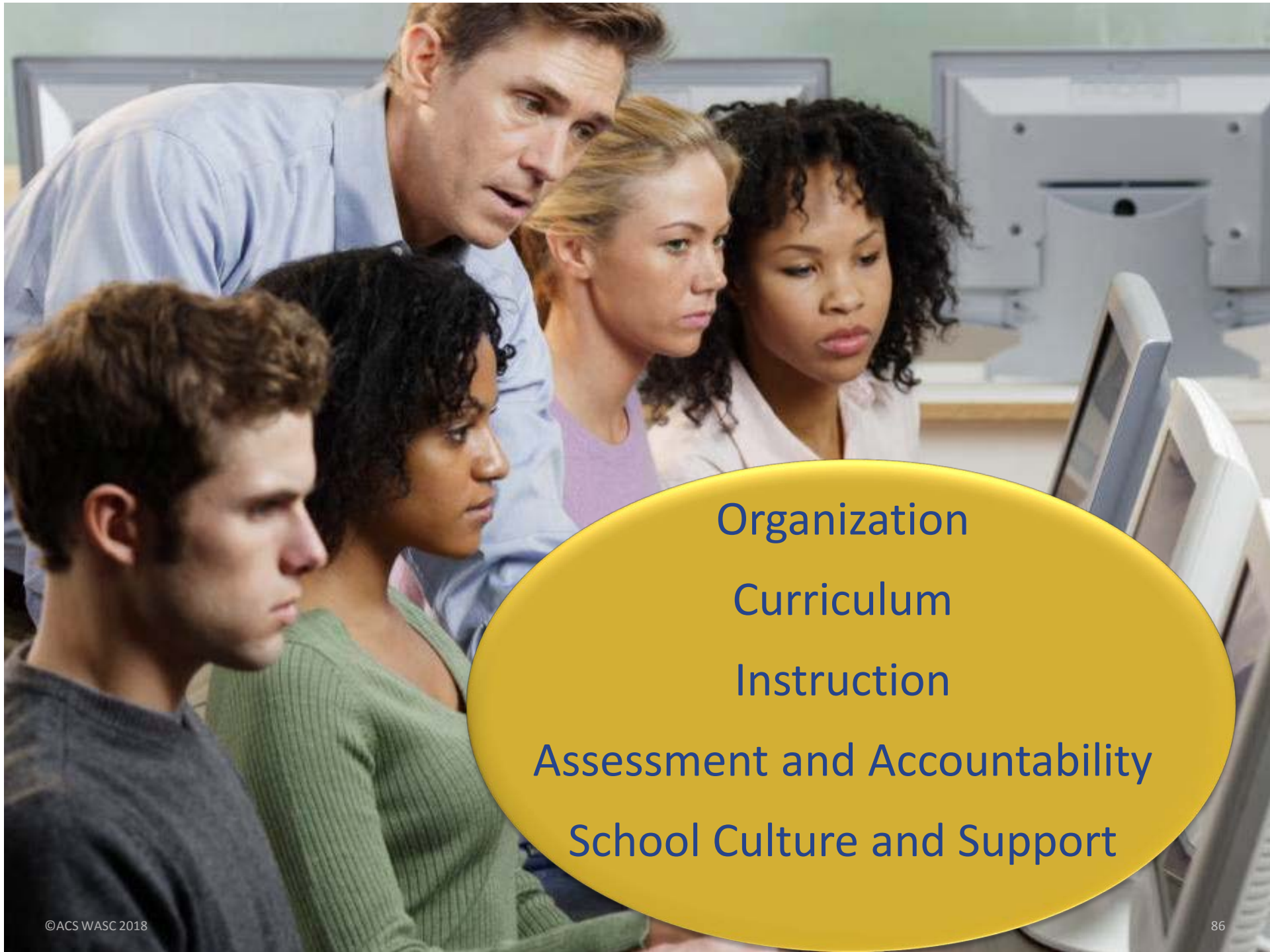

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Need to Ensure Communication and Coordination Among the Groups

Profile
Guidance

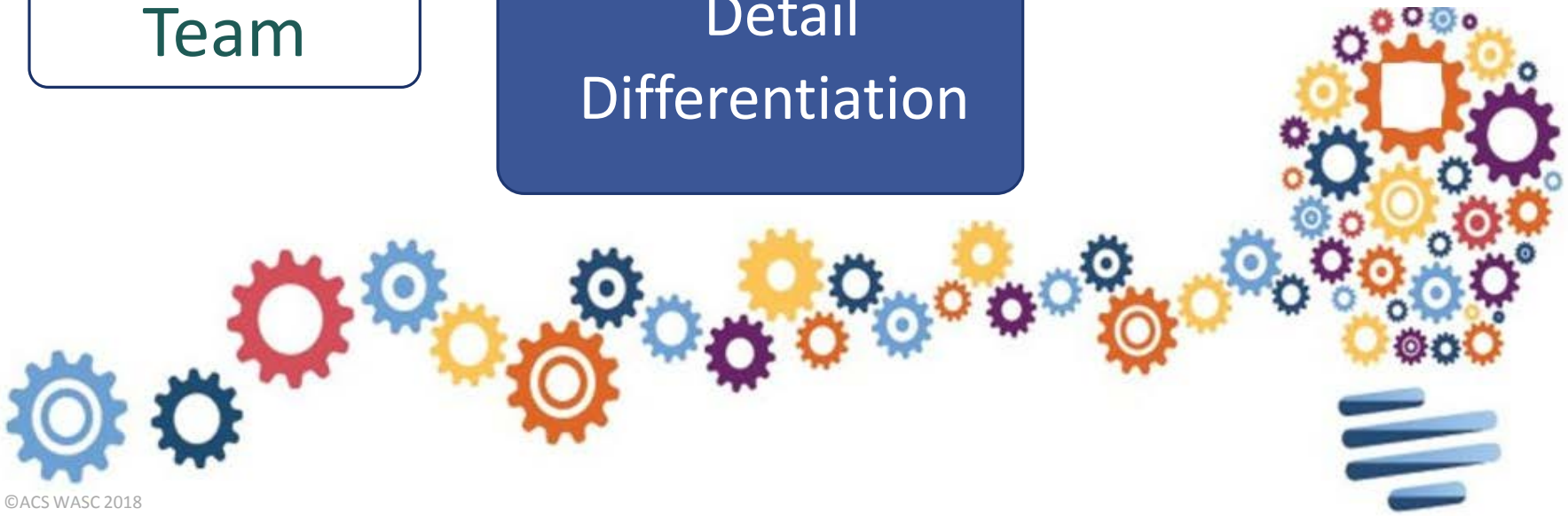
Leadership
Team

Home
Groups

Detail
Differentiation

Focus
Groups

Analysis
Assessment
Conclusions



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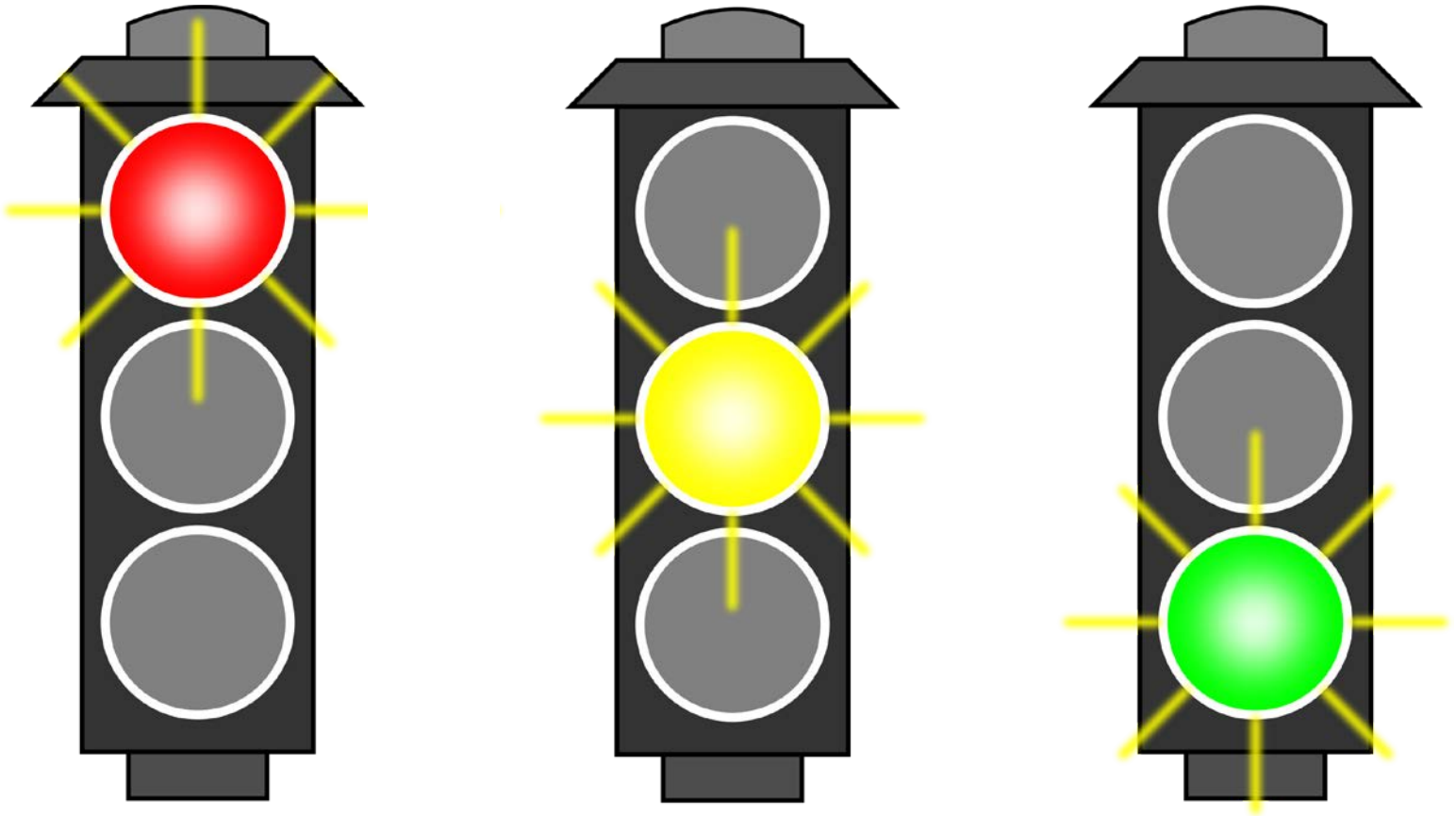
Ready, Set, Go



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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.*

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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

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Template

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.*

Findings	Supporting Evidence

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence

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.*

Findings	Supporting Evidence

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

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Summary for each Category

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?

What do we do now?

Reflections?

What about the future?

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The Big Three

Respond to the prompts

Differentiate

Dig down to the major student learner needs

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Observable Evidence

What the students are doing and producing

Student interviews and observations

Hard data and information

Other interviews, observations, etc.

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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*.

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Classroom & Campus Observations

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Capture Observations —Learning Snapshots

What are the students doing ?

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

Which critical learner needs were observed?

___ non-fiction reading _____critical thinking
___ academic writing

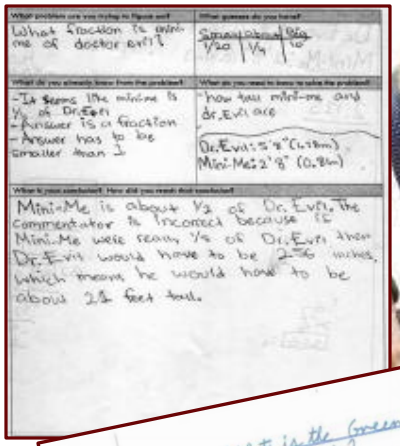
What schoolwide learner outcomes were observed?

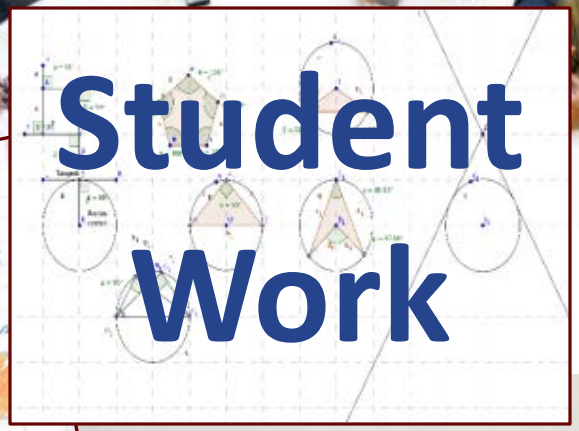
___ Global awareness ___ Problem solving

©A

Interviews

Student Work





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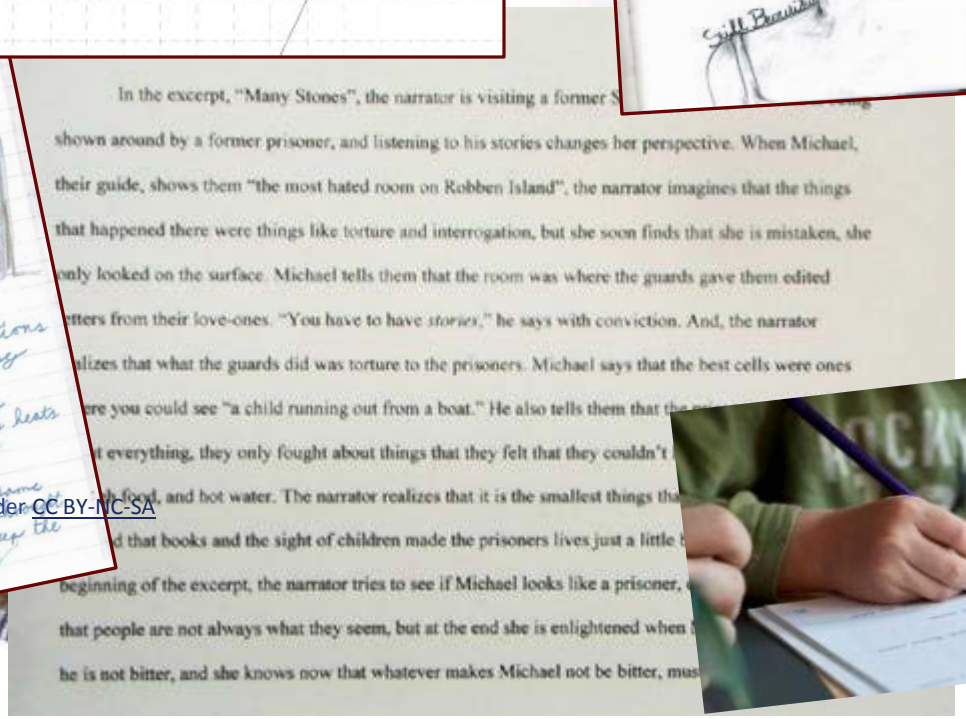
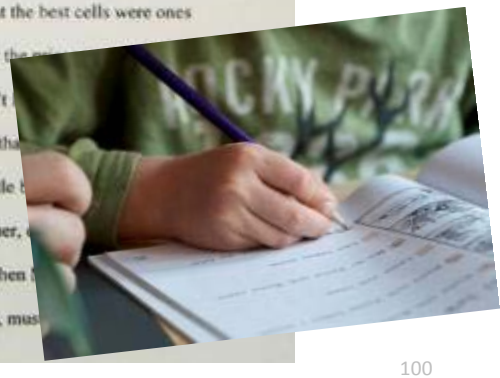




Student Work

"The process of looking at student work in a collaborative manner helps teachers take a closer look at how they teach."

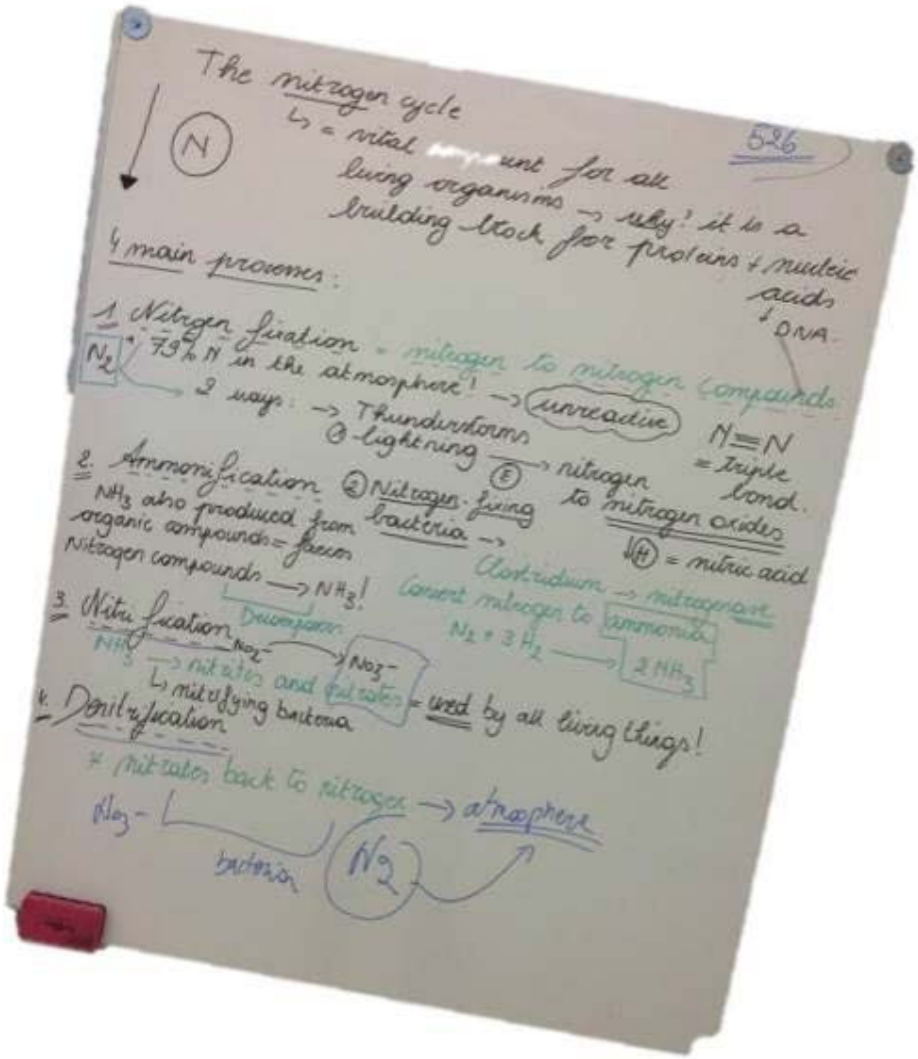
Blythe, Allen, and Powell, *Looking Together at Student Work: A Companion Guide to Assessing Student Learning. New York, Teachers College Press, 2007.*

Nature

Quality

Frequency

Growth over time



Probing Questions

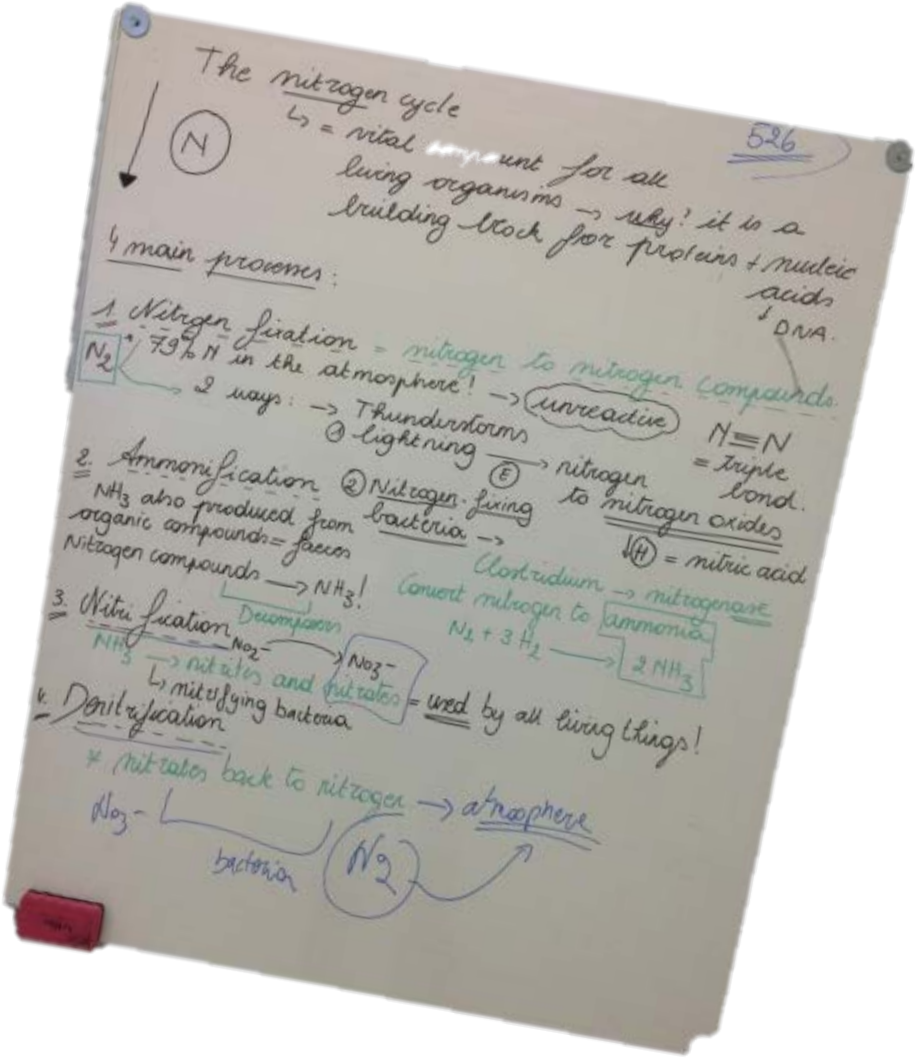
What did you notice as you examined this work?

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…?



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Resources

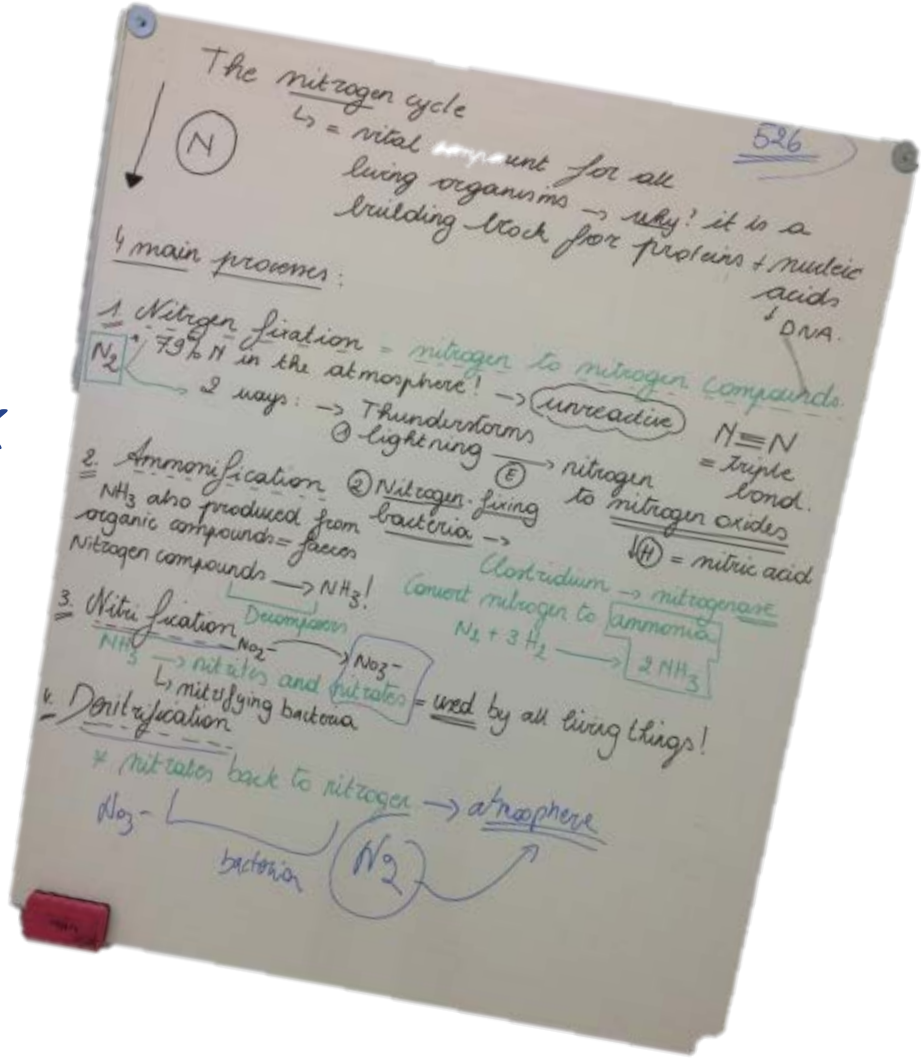
ASCD

Looking at Student Work

School Reform Initiative

Edutopia

Education World



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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

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Regroup at a Table as Experts in a School's Home Group

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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 curricu*lar areas to implement the curriculum and instructional program for students.

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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.*

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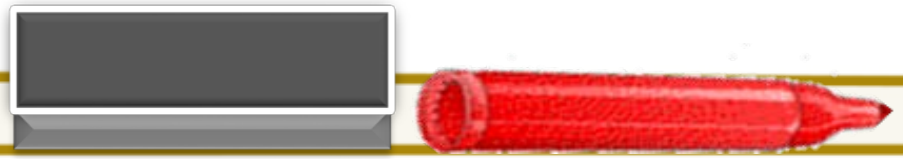
Let's Practice

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.)*

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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?

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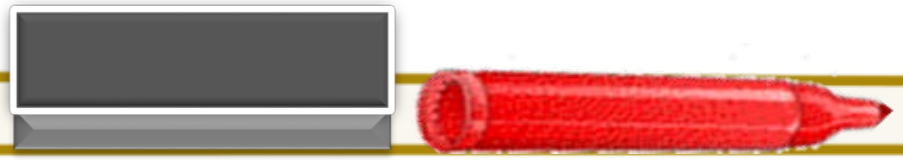
The Criteria Indicator and Prompt

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



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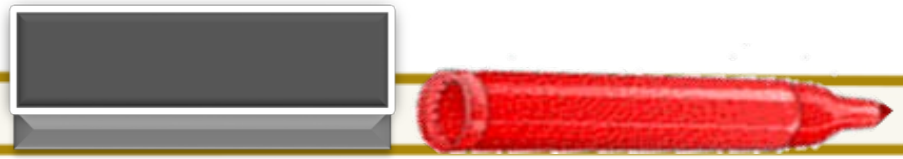
An Example

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.



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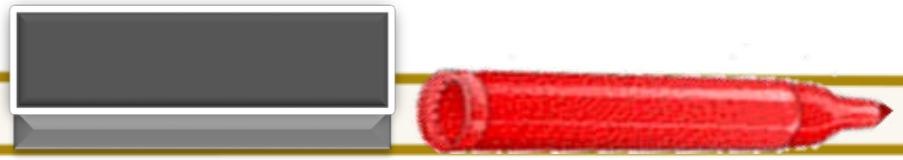
continued

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.



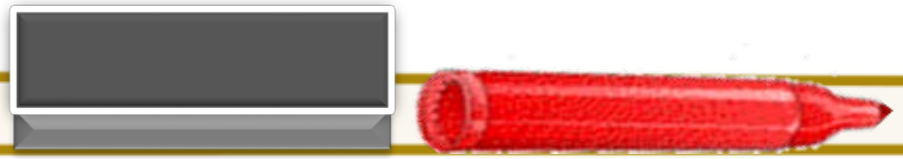
Rewind

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



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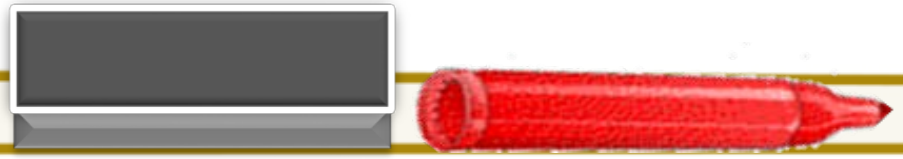
An Example

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.*



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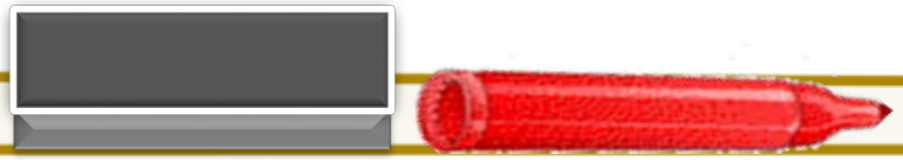
An Example

continued

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.



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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

Criteria Findings	Supporting Evidence
	How Effective?

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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?

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Chapter III Questions/ Concerns

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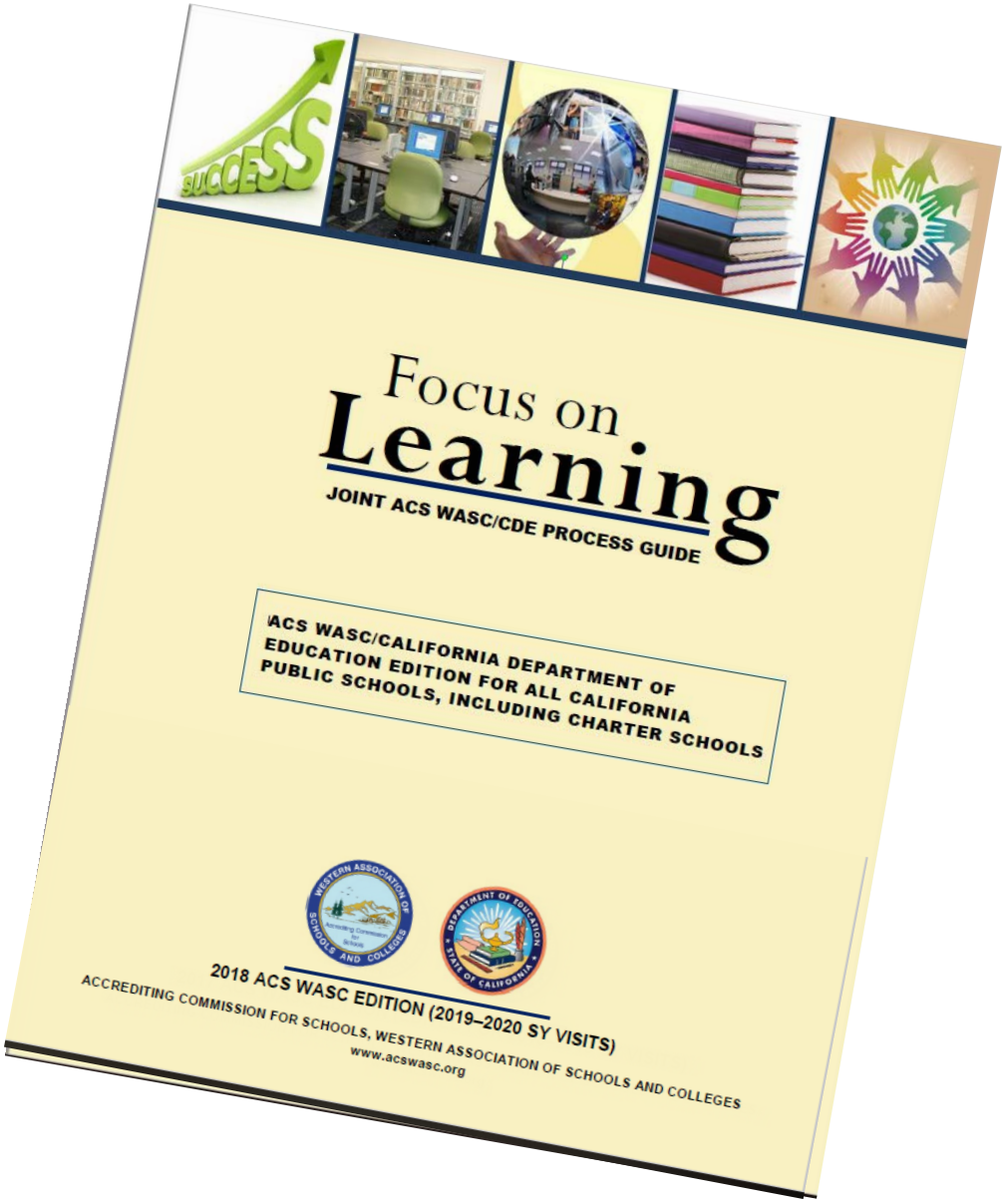
Task 4
Chapter IV

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



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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

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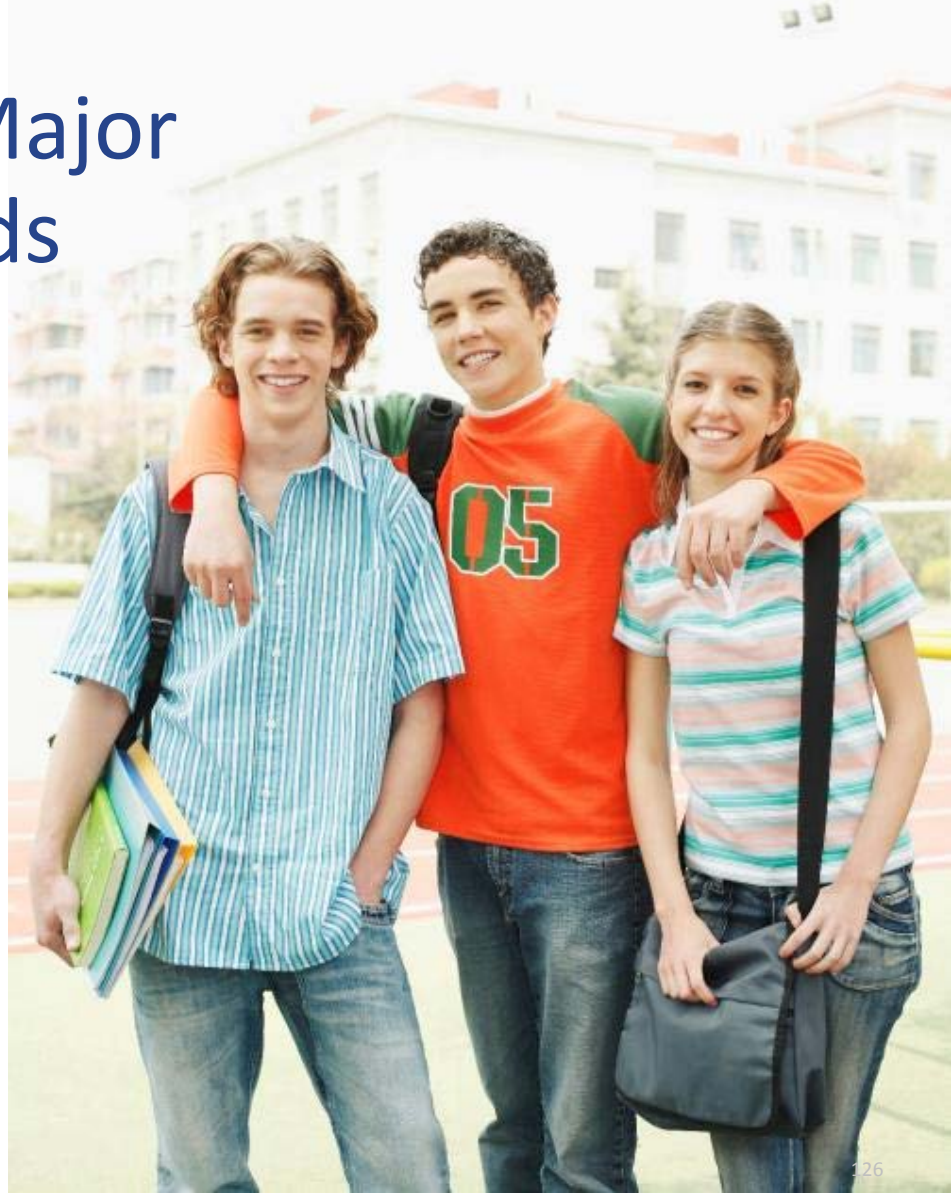
Task 4

Summary of Identified Major Student Learner Needs

Based on analysis, what are the major student learner needs?



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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

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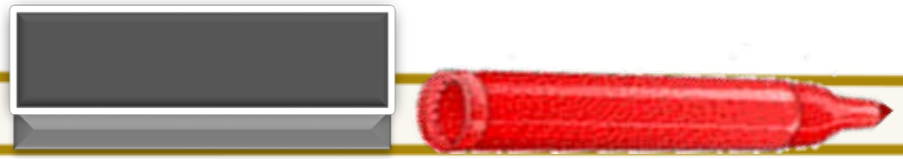
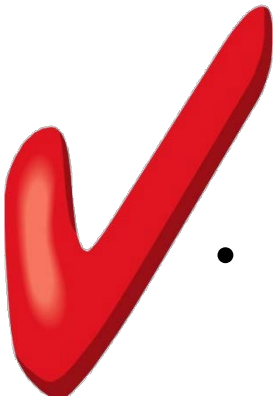
Our school…

- 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?

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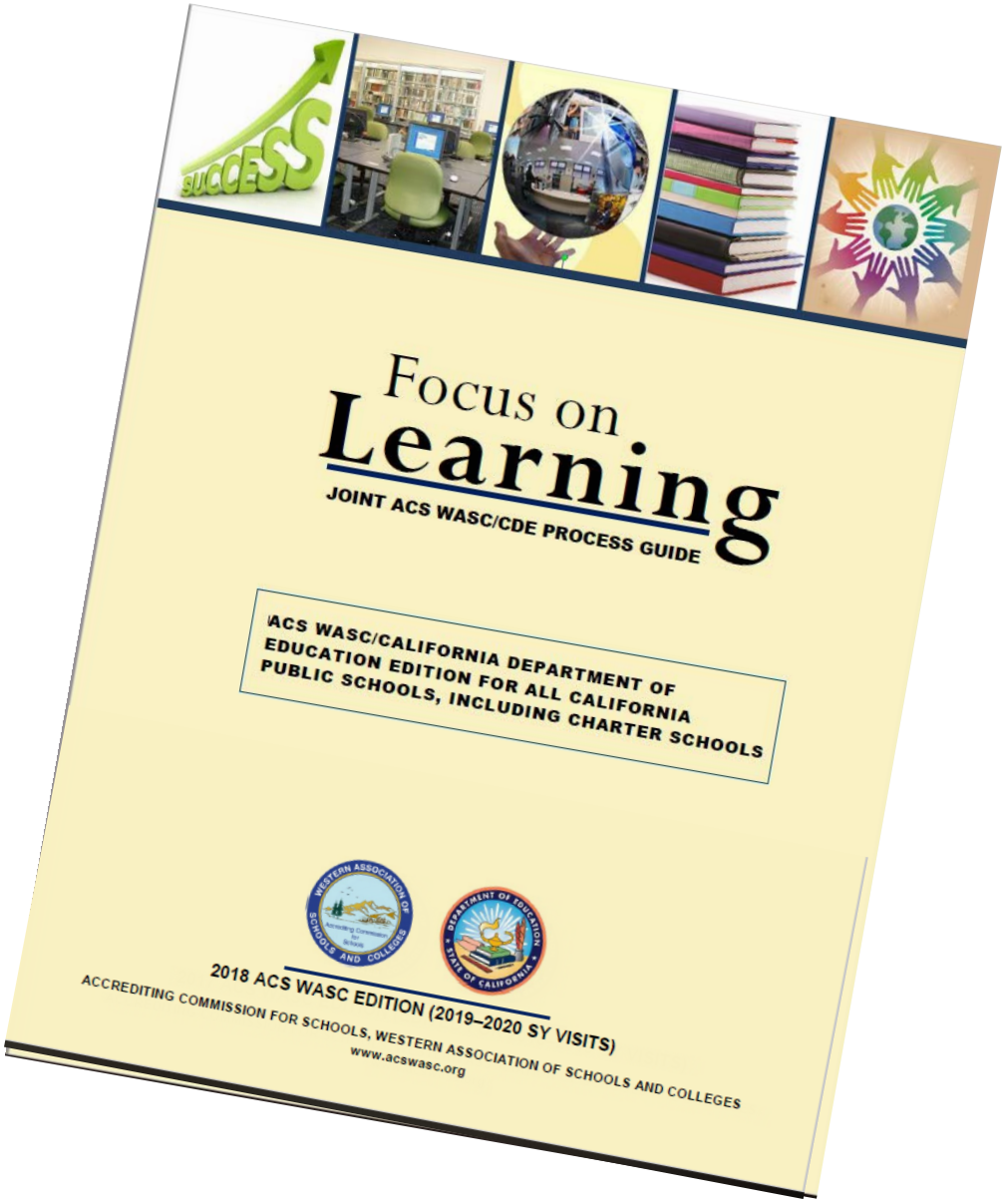
Chapter IV
Questions/ Concerns

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



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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

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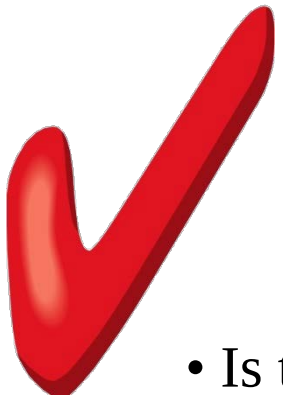

Self-Check Questions – Chapter V

• 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?

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Chapter V
Questions/ Concerns

Report to VC 6 weeks ahead of visit

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REMINDER

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

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Road to the Action Plan
Schoolwide Learner Outcomes
Data
Major Student Learner Needs
Criteria Strengths
Criteria Growth Areas
Action Plan

Recap

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?

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confident!

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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

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Office Hours

February

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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/

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Part 2 Training September Webinar

2020 Training

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California Public & Charter School Self-Study Training

/https://www.acswasc. c-and-charter-school-training//org/training/school-self-
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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

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Sylvia Taylor
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Connect with a trainer

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

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