ACS WASC VISITING COMMITTEE MID-CYCLE CHAIR EXPECTATIONS, including Virtual Guidelines
(Keeper of the Vision, Coach, Organizer)
2020–2021

How well are all students learning and achieving?
Is the school doing everything possible to support high achievement for all students?
How is the school demonstrating continuous improvement that impacts high quality student learning?

The ACS WASC Guiding Principles provide the structure for a school's continuous improvement and the evaluation of the school team's impact on student learning and well-being. The ACS WASC accreditation process empowers schools to:

- Ensure that there is a culture of involvement and collaboration of leadership, staff, students, teachers, parents, and other stakeholders;

- Ensure there is a culture that nurtures and supports the well-being of all students;

- Demonstrate through its program there is evidence that its vision, mission and schoolwide learner outcomes are accomplished by students;

- Evaluate students' achievement of the schoolwide learner outcomes and the academic standards;

- Use multiple approaches to analyze data to demonstrate student achievement, including student and staff perceptions/interviews, examining student work, and observing students engaged in learning;

- Evaluate its program effectiveness in relation to 1) its impact on student learning based on schoolwide learner outcomes, student learner needs, and academic standards; and 2) meeting an acceptable level of quality in accordance with the ACS WASC criteria;

- Align its prior and current prioritized findings to the schoolwide action plan focusing on areas of greatest student and therefore teacher and school needs; and

- Implement and monitor the ongoing improvement results and the impact on student learning.

Previsit Preparation for a Mid-Cycle Visit: Expectations *(correlated with the Visiting Committee Chair Checklist within the Focus on Learning manuals)*

Personal Preparation

_____ Participate in online webinar training.

_____ Understand the school's mid-cycle process as outlined in the mid-cycle procedures.

_____ Review the ACS WASC or ACS WASC/___criteria/indicators that are the foundation of a quality accredited school that demonstrates continuous improvement focusing on high quality student learning.

Previsit Work with School

_____ Maintain continual communication with the principal/chief administrator and the mid-cycle coordinator via phone, email and other means, such as Zoom, Microsoft Teams, Google Meetings.

_____ Through dialogue with the school leadership, understand the school's culture, vision, mission, schoolwide learner outcomes and review past reports, action plans, schoolwide action plan, and the school's website. If a public school review, see associated websites, such as CDE and HIDOE and district LCAP summary in CA, HI State Strategic Plan, Guam State Strategic Plan and other data(if a public school review.

_____ **Conduct a virtual previsit and discuss the points below.**

_____ Through dialogue and review of information with the school leadership address the following points about the mid-cycle process that include the critique of mid-cycle draft sections of the report, i.e., especially Sections I-IV. Provide feedback to the school as the school further refines the analytical summary of progress.
  – Calendar/timeline for mid-cycle process
  – Strategies for involving all stakeholders
  – Organization of committees and membership — all involved
  – Provide feedback on Section I: the updated Student/Community profile findings (including CDE California School Dashboard and Hawaii Strive Hi data) and the Student/Community Profile Summary: especially, Implications, Major Student Learner Needs
  – Provide feedback on Section II: the significant changes and progress since prior self-study
  – Provide feedback on Section IV (at least portions): Analysis/synthesis of progress on schoolwide action plan related to major student learner needs, school needs and critical areas for follow-up and supporting evidence. **Is there evidence of impact on student learning?**

_____ Discuss with school current schoolwide action plan and review Section V: proposed refinements based on mid-cycle findings.

_____ Ensure that the major student learner needs and important questions are addressed throughout the analysis of the school's program based on the criteria areas and addressed in the schoolwide action plan.

_____ Clarify how the evidence will be organized and provided prior to the visit electronically, e.g., hyperlink is preferred. Determine what additional evidence, if any, would be available during the visit; e.g. sample student work reviewed by teachers.

_____ Address logistics either for a virtual or in-person visit.

_____ Ensure the school's report is sent to WASC and the visiting committee members; the guideline is six weeks prior to the visit.

Virtual Mid-cycle Previsit Work, including the planning for Classroom Visits

_____ Discuss with the school leadership the technological needs required for a virtual visit and ensure that they have the necessary bandwidth and connectivity for a successful visit; this includes reliable internet to support the online conferencing facilities, the use of individual cameras, audio and video during meetings that last a minimum of 45 minutes (some meetings may require between 60-90 minutes).

_____ Identify school personnel that can facilitate the virtual visit that uses the school's online platform.

_____ Determine if any videos need to be sent prior to the visit, i.e., general school video; health, safety, child protection; learning videos (See school guidelines for virtual visits.)

_____ Provide guidance and direction on the technology needs for the virtual visit and schedule time for the school leadership and team to do a walkthrough with the technology at least two weeks before the scheduled visit.

_____ Discuss the school's online conferencing space that allow for small groups to participate in meetings (e.g. Zoom, Google Meetings, WebEx, Microsoft Teams, Skype or similar); individual stations (laptops) tend to work better than large groups in a room.

_____ Discuss the recording devices available (video recording, camera, tablet/iPAD/ Smartphone) and the wireless support necessary to live stream the school in action during the virtual visit.

_____ Develop a workable schedule and room assignments with technological and computer access. Clarify what platforms (Zoom, Google Meets, Microsoft Teams, etc.) will be in place for the virtual visit.

Classroom Visit Support Needed for Virtual Visits:

_____ Clarify the use of a school tablet/iPad/smartphone to provide a wider angle of classrooms.

_____ Identify school personnel needed to facilitate technology use during classroom observations and guide the classroom visits.

_____ Discuss the number of classroom visits needed depending on the size of the school and the priorities of visit so that the chair and member may visit different classes.

_____ Determine how visiting committee will have access to online instruction.

Work with School: The Schedule

_____ Collaboratively develop the schedule for the visit with the school. (e.g., Use Google Docs, if possible, to work on the schedule.)

_____ As the schedule is developed, in most situations, the two members of a virtual mid-cycle divide up the meetings with the exception of the Leadership Team and the student meeting. Types of meetings that should occur in a mid-cycle visit: (emphases will vary with growth areas of school)

– Leadership Team/Follow-up Committee
– Teachers — cross section of teachers based on growth areas—may be several meetings
– Parents
– Students (ensure a staff member is also in attendance and two visiting committee members)
– Student Support Staff
– Any committees or focus groups involved in schoolwide action plan implementation
– Synthesis dialogue of the Visiting Committee members regarding findings
– Possibly Governing Board and/or District or Complex Area or Corporate Staff, if applicable
– Charter school authorizer, if applicable
– Subject Areas/Grade Levels or Programs (may cluster groups)
– Other meetings based on school growth areas, e.g., coordinators of special programs such as college/career and/or counseling department
– Other individuals or groups, such as representative professional learning communities (PLCs) or data teams

_____ Visit a stratified sample of classes with emphases based on growth areas—members visit separately in order to cover more classes.

_____ Ensure an introductory meeting, daily meeting if visit more than one day, and exit meeting with Leadership Team.

Work with Visiting Committee Members

_____ Communicate with the member(s), i.e., phone calls, e-mails, online platforms.

_____ Ensure the member(s) understand the type of school being visited and the culture of the school. The ideal is that at least one member participated in the prior full self-study visit. Encourage them to review the school's website and provide the link to the school's current schoolwide action plan and state plan, if a public school.

_____ Dialogue prior to the visit with the member(s) regarding the school's progress based on the report and develop questions in preparation for the visit.

_____ Assign all members to specific portions of the mid-cycle report, i.e., portions of the Introduction and Progress on the Implementation of the Schoolwide Action Plan. (See Mid-Cycle Visit Summary template.)

_____ Maintain continual communication with visiting committee member(s) via phone and e-mail (e.g., also Zoom). Ensure all are prepared.

The Mid-cycle Visit: Expectations

_____ Maintain a positive atmosphere that engage the stakeholders in meaningful conversations.

_____ Ensure consensus on all questions for all groups based on visiting committee findings, linking them to the findings on progress and impact on student learning.

_____ Emphasize the purpose of the mid-cycle visit is to review progress on the implementation of the schoolwide action plan as it provides a guide for continuous improvement that demonstrates impact on student learning.

_____ Use the WASC criteria as a reference as all progress is reviewed.

_____ Prepare specific questions for the Leadership Team and other meetings.

_____ Always relate questions and findings to the schoolwide action plan within **all** meetings. Also, if it is a CA public school examine the alignment of the schoolwide action plan/SPSA to the District LCAP; HI, the State Strategic Plan 2017-2020; Guam, the State Strategic Plan.

_____ Ask the most important questions related to progress and impact on student learning.

_____ Ensure accurate information was provided prior to the visit as well as during the visit. Ask the "right" questions of the appropriate stakeholders, and observe students engaged in learning and the program and other aspects of the school.

_____ If the visit is more than one day, meet daily with the visiting committee to share current findings and seek clarifications.

_____ Ensure that the schoolwide strengths and growth areas for continuous improvement are clear, concrete and specific and provide a "WHO, WHAT, and WHY" in terms of impact on student learning.

_____ Provide time for collaborative dialogue with the VC member(s) to synthesize the findings, strengths and growth areas prior to the exit meeting with the Leadership Team. Discuss the options for status recommendation in relation to what best supports the school's continuous improvement that impacts student learning.

_____ Conduct an exit meeting with the Leadership Team and **orally** summarize the findings, strengths and growth areas.

_____ Ensure the Leadership Team has an opportunity to ask questions and clarify findings.

After the Mid-cycle Visit

_____ Complete the report and **within two weeks** send the final visiting committee report in PDF to the school and upload the visiting committee report, the ballot, and the confidential justification statement to WASC via the website.