ACS WASC Visiting Committee Member Training

Spring 2016 Visits

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THANK
YOU

Quality School Framework

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The School Community's Work

Previsit Work of VC Members/Chair

Visit and Status Recommendation

ACS WASC

- Private, nonprofit
- Serves California, Hawaii, Pacific Islands, and worldwide (especially Asia)
- Extends services to over 4,500 pre-K to 12 schools
- Partners with 17 associations in joint accreditation partnerships
- Commission of 32 members from partner associations

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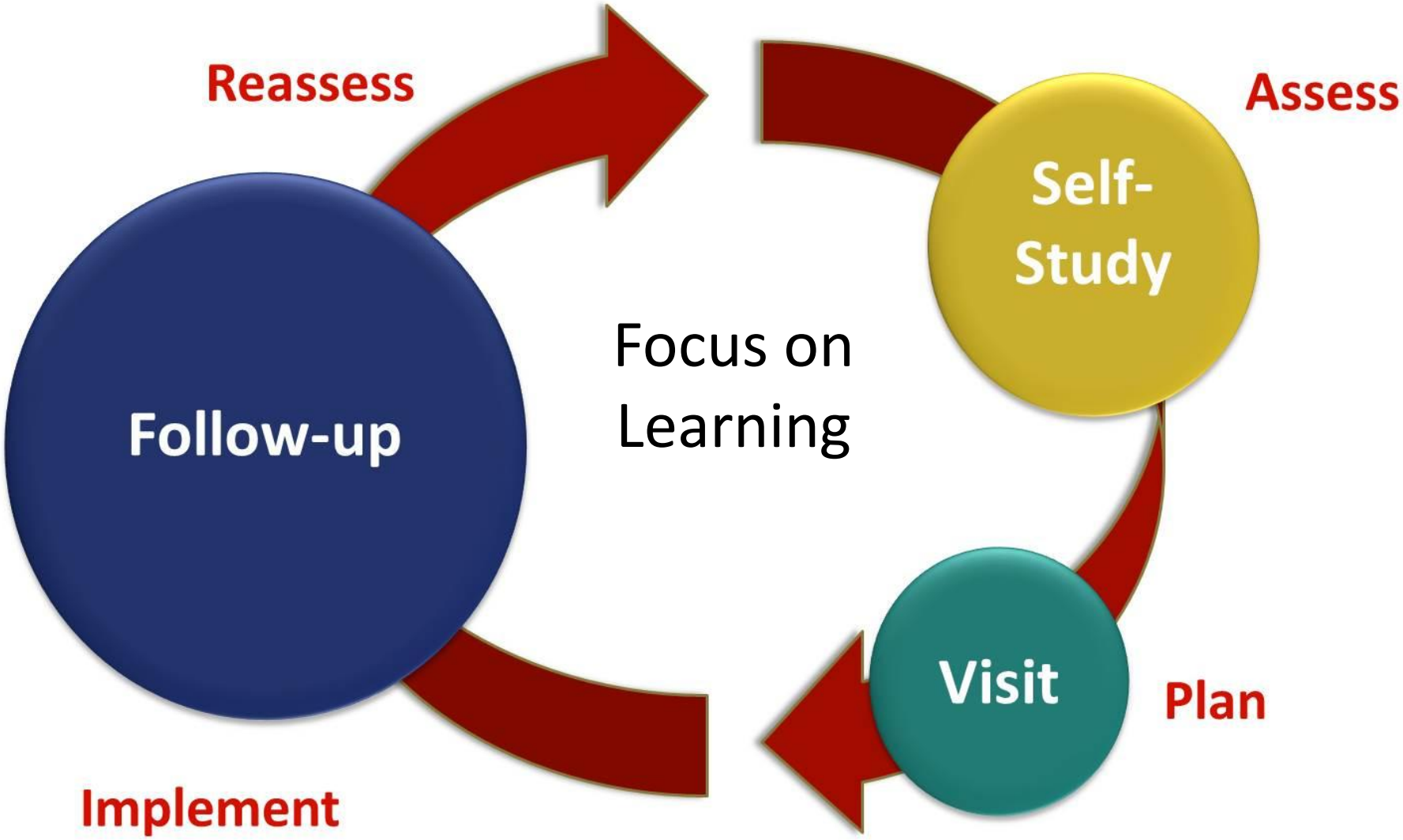
ACS WASC Accreditation Cycle



How are the students achieving?

Is the school doing everything possible to support high achievement for all its students?

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

Visiting Committee Member Checklist

Visiting Committee Member Checklist

Previsit Preparation

___1. Receive the first letter from Visiting Committee chairperson that addresses:

a. Requests for preferred areas of coverage during the visit
b. Training session schedule reminder
c. The review of accreditation materials

___2. Attend WASC member training.

___3. Study the school description, the *Focus on Learning* manual, and the reference cards Sections of *Focus on Learning* to emphasize: The Big Picture; The Self-Study: Background Information; The Self-Study; The Visit; The Follow-up; The Tools: Criteria/Suggested Evidence; Expected Schoolwide Learning Results (Schoolwide Learner Outcomes); Gathering Evidence.

___4. Become aware of the parameters of the self-study followed by the school:

- the involvement and collaboration of stakeholders in the self-study
- the clarification of the school's purpose and expected schoolwide learning results (schoolwide learner outcomes)
- the assessment of the actual student program and its impact on student learning with respect to the criteria
- the development of a schoolwide action plan and integrated subject area/support program that addresses identified growth needs
- the development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan

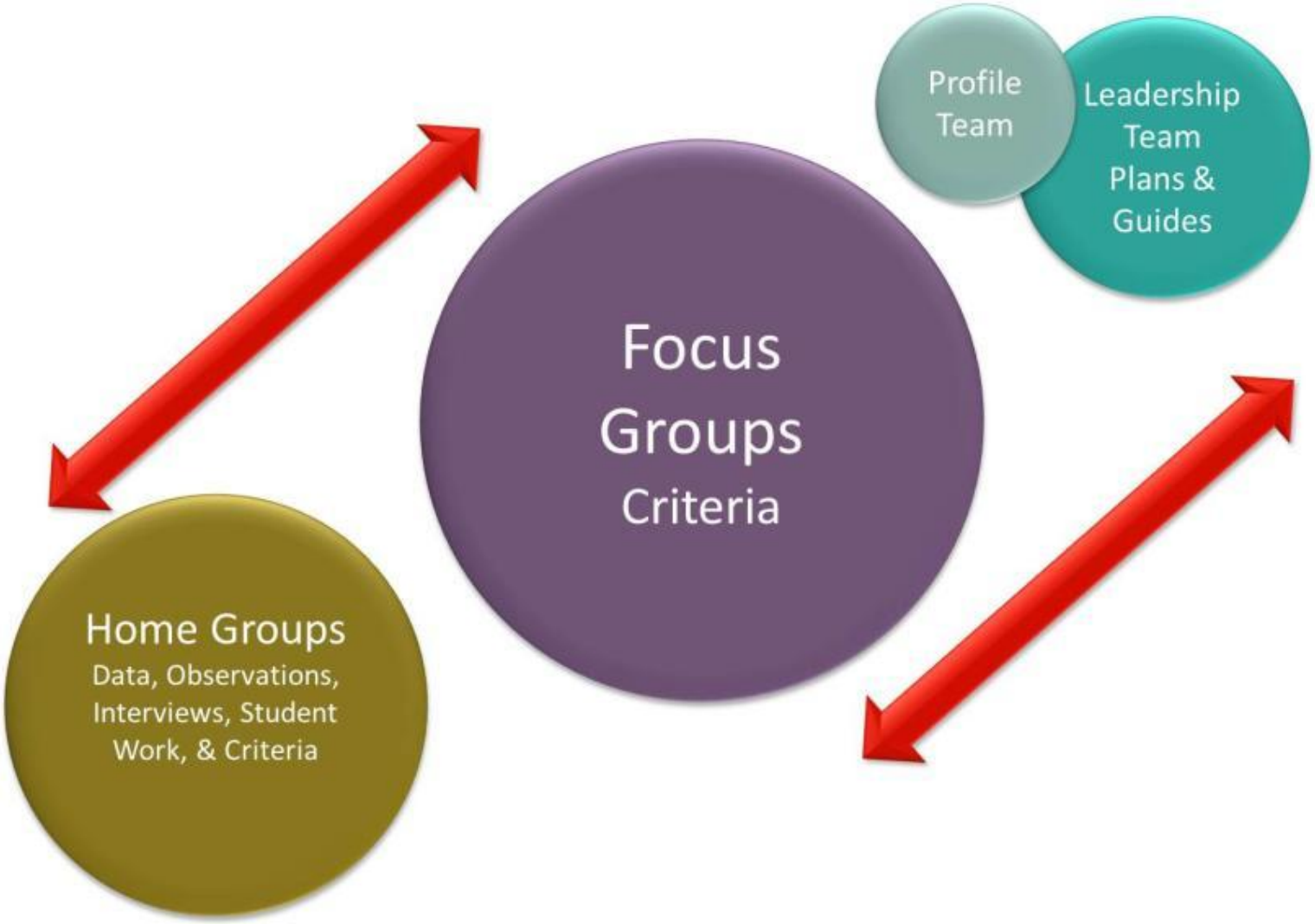
Reference Card 1

Outcomes of Self-Study

ACS WASC Self-Study

- Preface
- Chapter I Data
- Chapter II Progress
- Chapter III Conclusions
- Chapter IV Organization
- Chapter IV Curriculum Instruction Assessment
- Chapter IV Support
- Chapter IV Resources
- Chapter V Action Plan
- Appendices

School Organization



Data and School Background

Chapter I: Profile
Chapter II: Progress Report
Chapter III: Profile/Progress Summary

Data

Demographic

Outcome

Process/Perception

Chapter II: Progress Report

1. Significant developments
2. Schoolwide critical areas for follow-up (last full visit and any midterm or special visit)
3. Ongoing follow-up processes
4. Progress, evidence, impact on student learning for Action Plan sections/goals showing integration of schoolwide key issues
5. Critical areas for follow-up not currently in Action Plan

Chapter III: Profile/Progress Summary

Implications of data and progress with respect to student performance

2 to 3 critical learner needs based on data, noting correlated schoolwide learner outcomes

Important questions that have been raised by the analysis of the student data about the critical learner needs (Used by home and focus groups)

ACS WASC Criteria

Organization

Curriculum, Instruction, Assessment

Support

Resources

Analysis of Student Data and Achievement and Assessment of Program

Criteria/Indicators Findings	Supporting Evidence
(Addressed identified Critical Learner Needs and related Schoolwide Learner Outcomes)	

One Plan

Road to the Action Plan

The School Community's Work

Previsit Work of VC Members/Chair

Visit and Status Recommendation

ACS WASC Visiting Committee Report

- Preface
- Chapter I Data
- Chapter II Progress
- Chapter III Process
- Chapter IV Organization
- Chapter IV Curriculum Instruction Assessment
- Chapter IV Support
- Chapter IV Resources
- Chapter V Action Plan

Your prewriting responsibilities

Use Previsit Worksheet

Comments/questions on <u>all</u> chapters

Chapter IV: Criteria Category Assignments

B1: What Students Learn Criterion

The school provides a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered.

Schoolwide learner outcomes are interdisciplinary statements about what all students should know, understand and be able to do by the time they complete the planned program or graduate.

Indicators with Prompts

Integration Among Disciplines

Indicator: There is integration among disciplines at the school and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability and security is maintained.

Prompt: *Evaluate to what extent is there integration among disciplines and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability and security is maintained.*

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B3. How Assessment is Used Criterion

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

Indicators with Prompts

Appropriate Assessment Strategies

Indicator: *The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc.*

Prompt: *To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills based? Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

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Read the **entire** report

Mark it up-Annotate

Look for alignment

Complete previsit worksheet

Comments-Questions

Complete your assignments

Reference Card I, Stage I C-E or VC Member Checklists #6-7

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C2: Instruction:
Current Knowledge + Teachers as Coaches

School's Self-Study

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 in SWA. 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.

C2: Instruction:
Current Knowledge + Teachers as Coaches

Peer observation has given our teachers opportunities to both 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.

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Big Questions

Do the findings respond to what is being asked in the criteria?

Does the evidence support the findings? Strengths? Prioritized growth areas?

What insight has the school gained about student learning, the critical learner needs, and the schoolwide learner outcomes?

Develop your prewriting notes:

Narrative
- Supporting Evidence
  - Ideas for clarification
    - Assessing impact
      - Strengths
        - Growth Areas
        - Questions

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VC Prewrite: Chapter IV

During professional development sessions led by teachers, staff has studied a variety of strategies to engage and challenge students. These have been supported by peer and administrative observations and the report states that teachers' improvement "has been exponential." This same model will be used as they move forward to improve writing.

VC: Prewrite: Chapter IV

Evidence: Self-Study

Possible **Strength**:

Leadership and staff - professional development program itself – staff and data driven, research-based – build internal expertise to further student growth

Possible **Growth Area:**

Leadership and staff – Continue and expand professional development program – writing

C2: Instruction:
Current Knowledge + Teachers as Coaches

VC Final Report

Over the past three years, teachers have participated in professional development sessions led by teachers. They have learned and practiced a variety of strategies to engage and challenge students. Using both peer and administrative observations as checks, the Visiting Committee confirmed that a majority of staff regularly use two to five different strategies during each class period to more actively engage students.

C2: Instruction:
Current Knowledge + Teachers as Coaches

Writing, speaking, questioning, and responding strategies are all incorporated. Teachers openly speak with one another about their own growth and continuing areas of weakness. Students are clear in expressing that “things are different all the time” and yet “all the teachers do sort of the same things. That makes it easier for me.” This excellent internal model will be used as staff moves more directly to improve writing.

C: Instruction

Strength: School leadership and staff's close working relationship and respect that have helped produce an inexpensive, viable, and highly effective professional development program designed to support high quality student learning.

Growth Area: School leadership and staff expand their strong professional development program to include writing strategies, assignments, and assessment tools to support high quality academic writing for all students.

Evidence: Self-Study Report, classroom and professional development observations, conversations with students and teachers.

Layers of a Criteria Response

General

Individual Groups of Students

Different Programs and/or Departments

Critical Learner Needs

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To the chair on time!

The School Community's Work

Previsit Work of VC Members/Chair

Visit and Status Recommendation

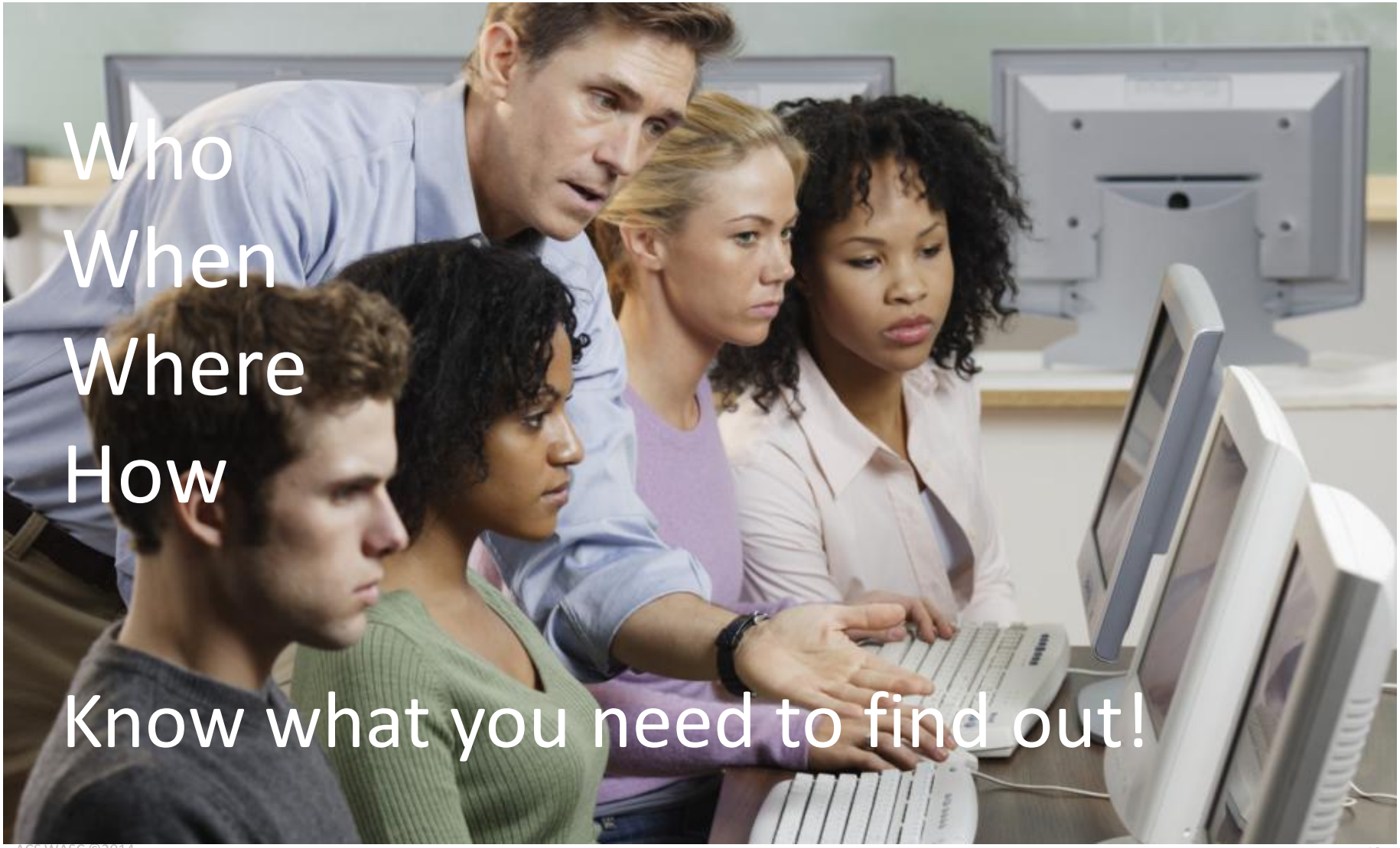
Meetings

VC and Leadership Team

VC and Focus Groups

VC and Other Groups

Observations



Interviews

Your assigned areas of study

Key issues

Plan

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Documents

Student work

Handbooks

Curriculum documents

Recruiting brochures

Powerful Questions

Action plan

- All students
- Critical learner needs
- Criteria
- Learner outcomes
- Academic standards
- Evidence analyzed

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Powerful Questions

Understanding and use of data

Modifying learning and teaching

Feedback to students

Coaching colleagues in new strategies

Intended impact on student learning

Follow-up process

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Powerful Strategies

Open ended

Presume they are doing it

Follow-up questions

Wait time

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How can we increase our understanding of the school's self-study findings and student learning through the initial dialogue with school leaders?

Meeting Preparation

Room arrangement
Timekeeper
Ensure clear agenda

VC Team Consensus on important questions

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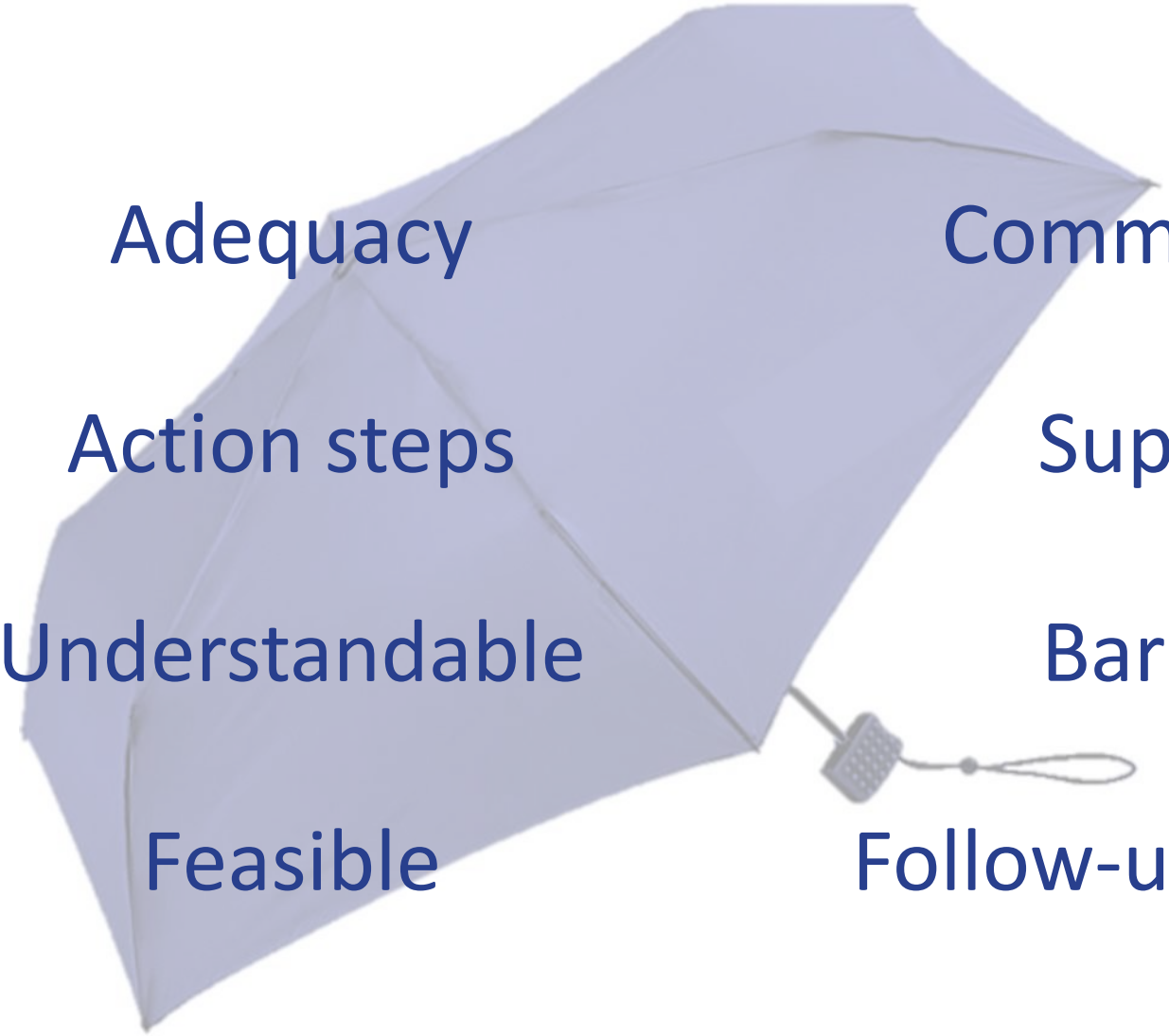
One Plan



Adequacy

Commitment

Action steps

Support

Understandable

Barriers

Feasible

Follow-up process

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One Plan

Through implementing the action plan, what will be different for students as global citizens?

One year from now?

Two years from now?

Three years from now?

Public schools – Correlation with LCAP and SPSA

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Visiting Committee Synthesis Meetings

What should the VC include at these daily meetings based on the key concepts of the criteria, the Self-Study, and findings during the visit?

How do you ensure the report reflects accurate school findings and a “Whole Visiting Committee” view?

Rewriting and Revising

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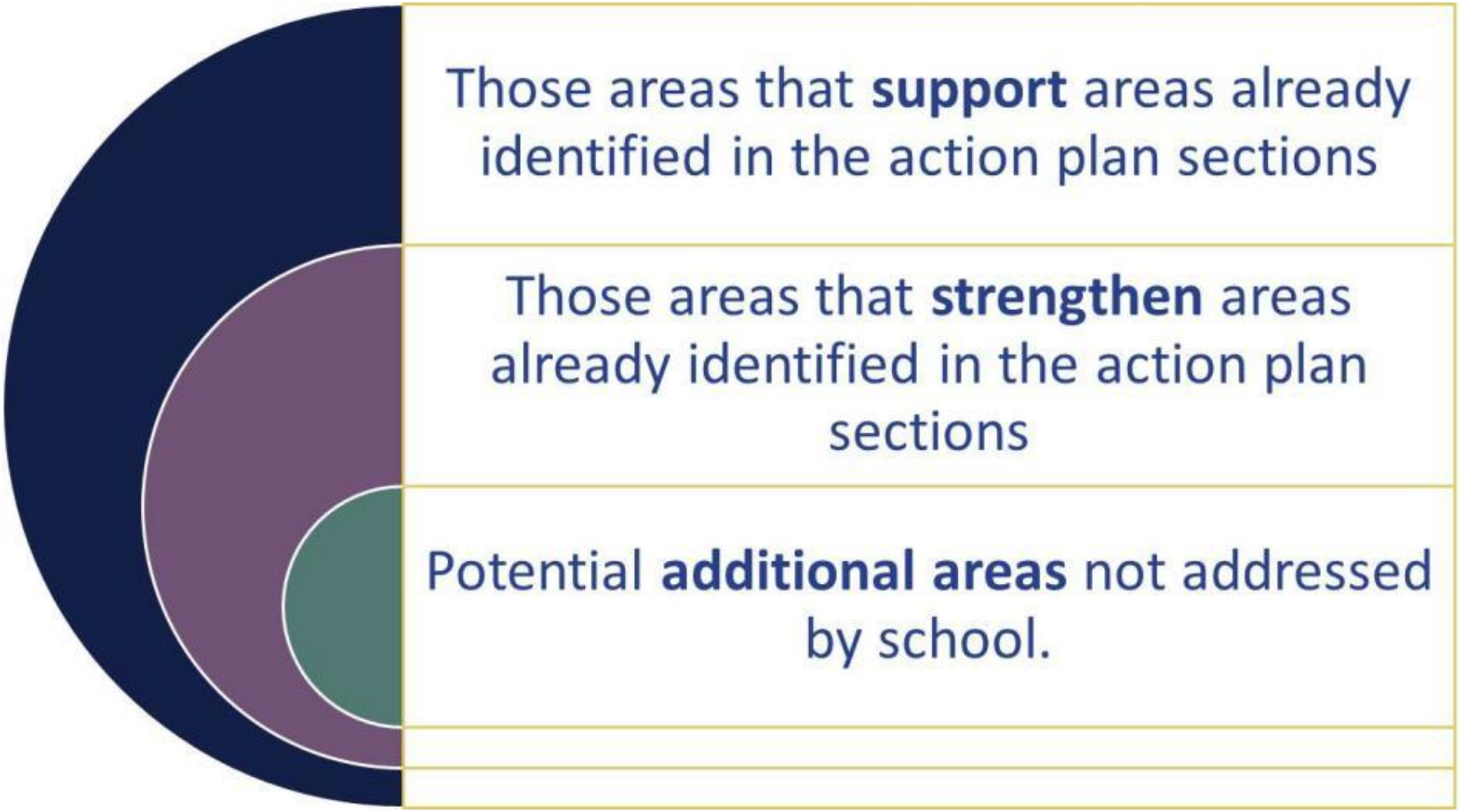
Critical Areas for Follow-up



Critical Areas for Follow-Up

Who

What (diagnostic not prescriptive)

Why

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Sample Critical Area for Follow-up

Who

The leadership, instructional staff, and other stakeholders increase the use of the results from analyzing student achievement data in modifying instruction, particularly in the areas of reading, writing, mathematics, and critical thinking skills to improve student learning.

What

Why

Improve these Samples

The development of a systematic review process to assess the impact of education programs and materials on student learning.

The school needs to explore professional development that meets the instructional needs of the school.

Continue to move forward with curricular integration among the various disciplines in preparation for the Common Core State Standards

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Alignment, Alignment, Alignment

Important learning needs of the students

Correlation of major areas for follow-up to key issues

Rationale for accreditation status recommendation

Doc & Just-

ratings,

comments, &

VC report findings

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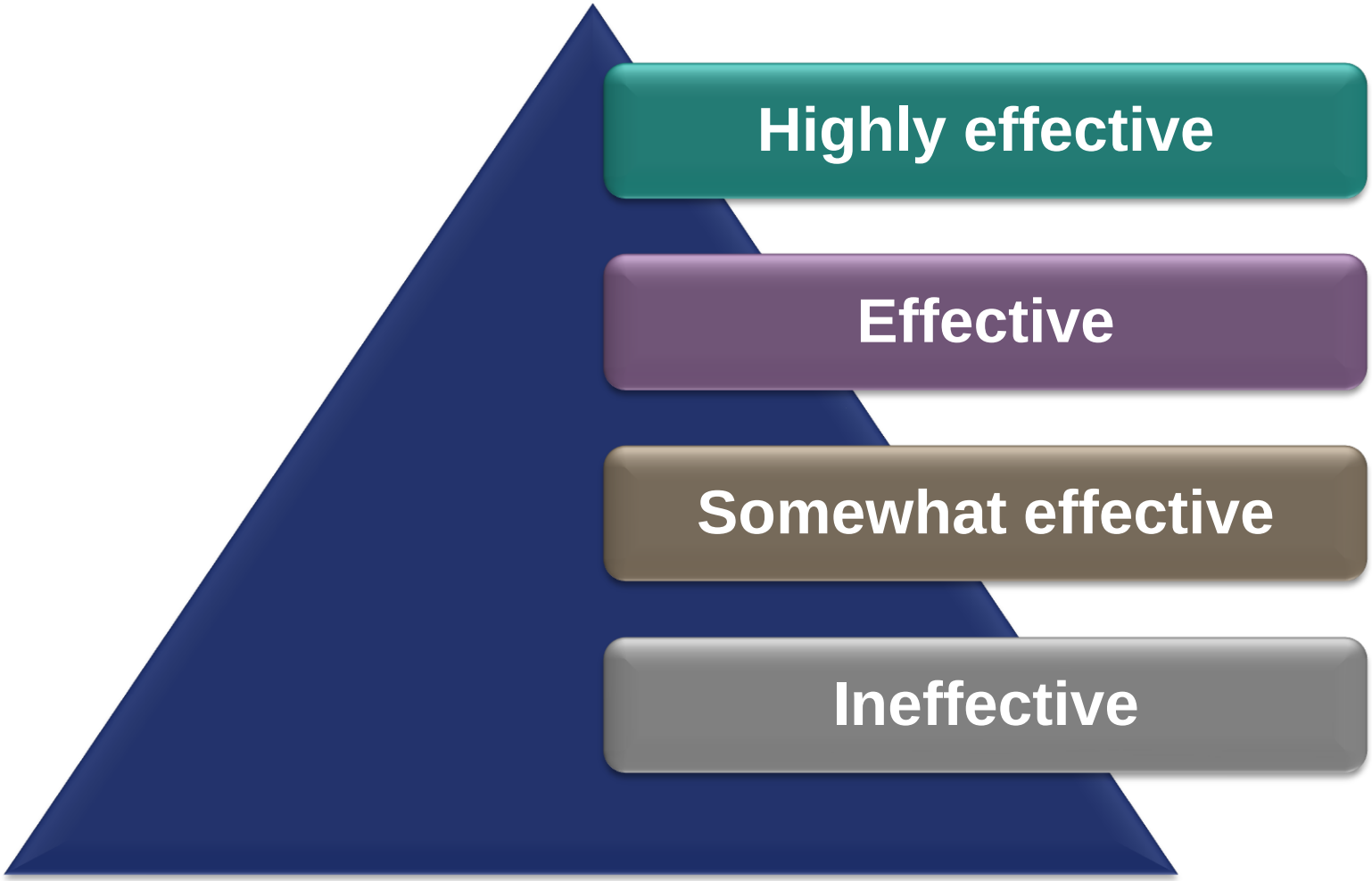
Accreditation Status Factors:
VC Recommendation and Commission Action



Accreditation Status

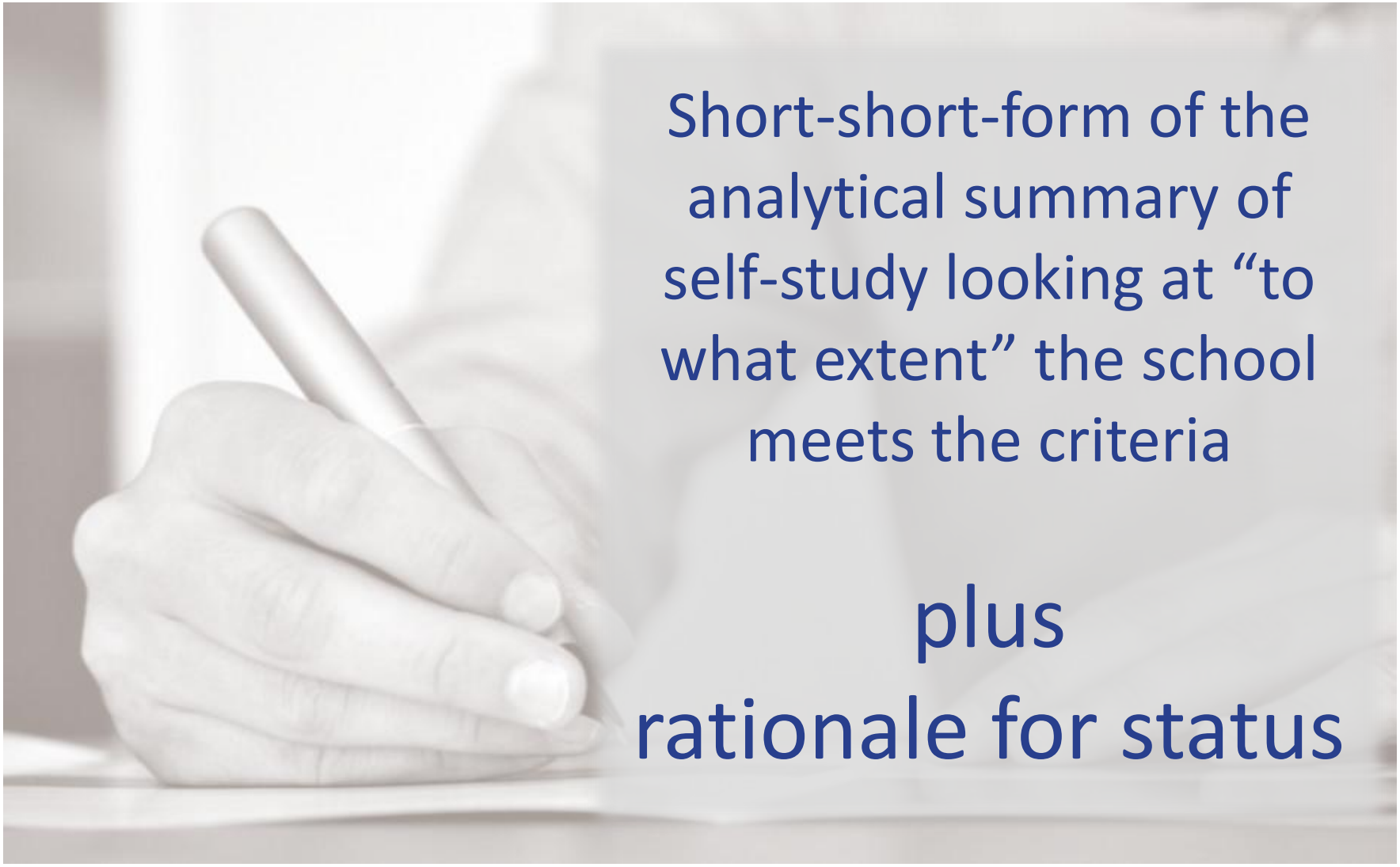
Six-Year Accreditation Status

- Progress report at mid-cycle
- Progress report and one-day visit at mid-cycle
- Progress report and two-day visit at mid-cycle

One-or-Two-Year Probationary Status with an in-depth progress report and a two-day visit

Accreditation Status Withheld

Documentation & Justification



Short-short-form of the analytical summary of self-study looking at "to what extent" the school meets the criteria

plus

rationale for status

Visiting Committee Report

Public

Documentation & Justification

Confidential

Wednesday

VC and Leadership Team meeting
Whole school presentation

we NOT me

Not your school
you're going home

Big Issues

confidential

Team

transparency

learn

On the visit

Do

Be a team player

Validate, extend, not evaluate

Support, not judge

Celebrate successes

Prepare and plan

Listen

Focus on important issues

Work for consensus

Work toward the action plan

Confidentiality

Don't

Try to solve their problems; diagnostic not prescriptive

Argue over words; do ensure ideas are captured and clear

Focus on small things

Talk about your school

Over eat or over sleep

Resources

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