

## Visiting Committee Member Checklist

### Previsit Preparation

- \_\_\_1. Receive the first letter from the visiting committee chairperson that addresses:
  - a. Requests for preferred areas of coverage during the visit
  - b. Training sessions schedule reminders
  - c. The review of accreditation materials.
- \_\_\_2. Attend ACS WASC member training.
- \_\_\_3. Study the *HIDOE/ACS WASC Focus on Learning* process guide and the reference cards.
- \_\_\_4. Use the Guiding Principles of Accreditation as a lens to understand the goals of the school community and to guide your participation as a visiting committee member:  
The HIDOE/ACS WASC believes that the 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 General Learner Outcomes are accomplished by students
  - Evaluate students' achievement of the General Learner Outcomes and the academic standards
  - Use multiple ways 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 General Learner Outcomes, student learner needs, and academic standards; and 2) meeting an acceptable level of quality in accordance with the HIDOE/ACS WASC criteria
  - Align its prior and current prioritized findings to the Academic Plan and the HIDOE Strategic Plan 2017-2020 focusing on areas of greatest student and therefore teacher/school needs
  - Implement and monitor the ongoing improvement results and the impact on student learning
- \_\_\_5. Review the HIDOE/ACS WASC criteria, the criteria guide questions, suggested evidence to examine, appropriate academic standards, and educational references.
- \_\_\_6. Receive additional instructions from chairperson, including:
  - a. Writing assignments
  - b. Review of the criteria as the self-study report is analyzed
  - c. Members will be asked to provide questions and comments for all sections of the report on the previsit preparation worksheet; members will also be asked to

write tentative narrative statements for assigned sections of the school report; the chair should receive these prior to the initial team meeting in order to compile a tentative visiting committee report (Many chairs will be using Google Drive for the previsit preparation worksheets and the draft visiting committee report)

d. Visit schedule.

\_\_\_7. After receiving the self-study report, complete the previsit preparation:

- a. Review the criteria with respect to the analysis of the self-study report; study other pertinent materials (e.g., academic standards)
- b. Compare the school's findings to the concepts of the criteria, the student learner needs, and the General Learner Outcomes; critique the Academic Plan. Understand alignment of the three year plan to the *Hawaii State Strategic Plan 2017-2020*.

To what extent:

- Do the school's findings and supporting evidence provide a sound basis for determining the effectiveness of the school programs based on the criteria concepts?
- Was the analysis of the school program done in relation to the student learner needs, the General Learner Outcomes, the academic standards, and the concepts of the criteria?
- Does the Academic Plan address the major identified growth areas and enhance the learning of all students as identified in the student/community profile?
- Are the student learner needs and the General Learner Outcomes being addressed through the Academic Plan?
- Is the implementation of a standards-based system being addressed through the Academic Plan?
- Is the Academic Plan feasible and realistic? Are resources considered for each Academic Plan section?
- Do the ways of assessing progress include the analysis of student learning?
- Is there sufficient commitment to the Academic Plan, schoolwide and systemwide?
- Is there a sound follow-up process that will be used to monitor the accomplishment of the Academic Plan?

- c. Write tentative narrative statements in response to the criteria including the relationship of the concepts of the criteria/indicators to the General Learner Outcomes and student learner needs. Include questions regarding issues, concerns, clarifications and evidence that should be pursued during the visit.  
**Send these to the visiting committee chair prior to the visit.**

\_\_\_8. Ensure that the chair has received in a timely manner all previsit preparation questions and comments for the entire self-study report and the tentative narrative statements for the assigned sections of the report.

- \_\_\_9. Receive the final communication from the chairperson that:
  - a. Offers further assistance and clarification of tasks based on the school schedule
  - b. Confirms the initial meeting time and visit logistics
  - c. Reviews how reimbursable expenses are to be handled.
- \_\_\_10. Bring the following materials to visit:
  - a. *HIDOE/ACS WASC Focus on Learning* process guide
  - b. Reference cards
  - c. Self-study report
  - d. All notes
  - e. Credit card or cash to cover reimbursable expenses.
- \_\_\_11. Arrive on time for the initial meeting and have no other commitments during the visit.

**The Visit:      How Do We Know Students Are  
Learning? What Is The Actual Program  
For Students?**

- \_\_\_1. Demonstrate an interest in the school's welfare and express a desire to be helpful. Establish a rapport with the staff.
- \_\_\_2. Use the concepts of the HIDOE/ACS WASC criteria as a comparison base throughout entire visit.
- \_\_\_3. Look at the quality of the program experienced by students and evidence of successful student learning — the degree to which the General Learner Outcomes and academic standards are being accomplished.
- \_\_\_4. Look for evidence of an ongoing process for school improvement.
- \_\_\_5. Let the program unfold: do not prejudge. Validate, verify, and document. Be aware of personal biases that can influence observations.
- \_\_\_6. Structure the gathering of evidence (class/program, observations, interviews, examination of student work and other information, dialogue with Home Groups) so the needed appropriate information is obtained.
- \_\_\_7. Assure teachers that classroom visits are not evaluative but are planned to observe the general instructional atmosphere and climate of the school.
- \_\_\_8. Frame open-ended questions to all school committee members and individuals to elicit information without reflecting a value judgment.
- \_\_\_9. Allow adequate time for responses and give appropriate feedback to responses to questions.
- \_\_\_10. Concentrate on being a good listener. Be aware of nonverbal feedback.
- \_\_\_11. Meet and lead discussions with the school self-study committees that are pertinent to

your assigned areas of writing responsibility.

➔ **Note:** Time is limited, so don't overemphasize particular concerns. The goal is to clarify information already in the self-study report and secure information not yet provided.

- \_\_\_ 12. Don't allow pressure groups or individuals to distract you from the main task and the schedule.
- \_\_\_ 13. Make every effort to avoid involvement in school issues that are not pertinent to the self-study and visit.
- \_\_\_ 14. Work cooperatively with all other visiting committee members as findings are discussed and decisions made.
- \_\_\_ 15. Write quality analytical responses according to the suggested guidelines. Make sure they reflect the important concepts of the criteria and indicators and are supported by evidence.
- \_\_\_ 16. Give feedback to all staff, noting the regular meetings with the Leadership Team.
- \_\_\_ 17. Meet daily with the Leadership Team to present and thoroughly discuss the synthesis of the concepts of the criteria, the self-study report, and the findings during the visit, as reflected in the draft visiting committee report. Continually, discuss the school's next steps as outlined in the proposed Academic Plan.
- \_\_\_ 18. Meet with other visiting committee members to investigate any issues or questions raised during the Leadership Team meeting.
- \_\_\_ 19. Make necessary visiting committee report modifications and finalize the report.
- \_\_\_ 20. Individually review each HODOE/ACS WASC accreditation status factor. Individually make decisions regarding the quality of the school's educational program with respect to the HODOE/ACS WASC criteria and the other factors impacting the accreditation status.
- \_\_\_ 21. Participate in the visiting committee discussion of the Accreditation Status Recommendation with respect to the HODOE/ACS WASC criteria categories and all findings.
- \_\_\_ 22. Assist the chair in preparing the confidential visiting committee "Documentation and Justification Statement" for the Commission ensuring that the correlation is evident between the recommended status and the visiting committee report.
- \_\_\_ 23. Complete the expense voucher and submit to the chair for submission to the school for reimbursement. (Keep a copy of all forms and receipts.)
- \_\_\_ 24. Complete and submit the chair evaluation form.
- \_\_\_ 25. Participate in the presentation of the findings to the entire staff. The recommended accreditation status is confidential; do not imply the recommended accreditation status.
- \_\_\_ 26. Support and encourage the school in its ongoing school improvement process.