ACS WASC accredits K-12 schools and not-for-profit, non-degree granting postsecondary institutions.
Workshop Goals: Visiting Committee Member

• ACS WASC Accreditation Cycle of Quality
• Roles/responsibilities: Previsit, During Visit
• ACS WASC/HIDOE FOL process and its relationship to accountability and ongoing school improvement
• ACS WASC/HIDOE FOL criteria
• Importance of data/school’s evidence
• Accreditation Status
Basics of Accreditation
Serving approx. 5,200 schools worldwide

33 Commissioners

20 Partner Associations
Accreditation: A Value-Added Evaluation

Schools add value by…

- Increasing what students know
- Increasing what students can do
- Improving how students feel
  - about themselves
  - about others
  - about learning
Why Accreditation?

• Assures a school community school is trustworthy for student learning in a global society
• Validates integrity of school’s program and transcripts worldwide for university acceptance
• Fosters ongoing improvement to support learning
• Provides valuable insight from educators visiting the school
• Benefits schools choosing collaborative processes, e.g., ACS WASC/IB, ACS WASC/HIDOE, ACS WASC/ACSI, ACS WASC/WCEA
Rationale for Accreditation of ALL Hawaii Schools

- Aligns to State of Hawaii’s Strategic Plan 2017–2020
- Supports one ongoing school improvement process
- Aligns to the Three-Year Academic Plan
- Aligns, systematizes, and standardizes protocols and current practices to the ACS WASC/HIDOE Focus on Learning accreditation process
- Streamlines planning and reporting
WHAT DOES ACS WASC ACCREDITATION MEAN TO A VISITING COMMITTEE MEMBER?
What does ACS WASC ACCREDITATION mean to a visiting committee member?

- Pose questions and paraphrase to deepen school’s reflection
- Identify effective structures and habits
- Probe to support student-focused thinking
- Paraphrase and synthesize as a team
- Pay attention to self and others

- Inspection
- School report
- Teacher-focused
- Individual/small Group work only
- One correct/best way
Connect – Extend – Challenge

• How does the definition of accreditation shape my role as visiting committee member?

• How does this definition influence how I prepare and interact as a visiting committee member?

• Based on this, what challenges do I see in my work as a visiting committee member?
How well are all students learning and achieving?
WASC Accreditation
An ongoing journey focusing on students and continuous school improvement
Accreditation Cycle of Quality

1. Self-Study
2. Visit
3. Plan
4. Implement
5. Follow-up
6. Focus on Learning
7. Reassess

ACS WASC ©2019
ACS WASC Accreditation Cycle of Quality

Year 1

Year 2

Focus on Learning

Year 3

Year 4

Year 5

Year 6
What is my Role as a Visiting Committee Member?

To be knowledgeable about ...
- the WASC criteria
- the Focus on Learning process
- the culture of the school
- the school’s self-study and supporting evidence
WASC/HIDOE Guiding Principles

• Total involvement and collaboration of all stakeholders

• Culture that supports the well-being of all students

• Accomplishment of its vision, mission, and schoolwide learner outcomes

• High achievement of all students related to academic standards and schoolwide learner outcomes

• Use of multiple ways to analyze data

• Evaluation of program effectiveness

• Alignment of prioritized findings to a schoolwide action plan focusing on student achievement

• Ongoing improvement responsibility
ACS WASC Guiding Principles

The HIDOE/ACS WASC accreditation process empowers schools to:

• Ensure 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.
The HIDOE/ACS WASC accreditation process empowers schools to:

• Demonstrate through its program there is evidence that its vision, mission and General Learner Outcomes are accomplished by students.
General Learner Outcomes

Characteristics:

• Include current learner needs and global competencies/21st century skills
• For all students
• Interdisciplinary (within all subjects)
• Assessable
HIDOE students will be...

- **Self-Directed Learners**
- **Community Contributors**
- **Complex Thinkers**
- **Quality Producers**
- **Effective Communicators**
- **Effective and Ethical Users of Technology**
ACS WASC Guiding Principles

The HIDOE/ACS WASC accreditation process empowers schools to:

• Evaluate students’ achievement of the General Learner Outcomes and the academic standards.
ACS WASC Guiding Principles

The HIDOE/ACS WASC accreditation process empowers schools to:

- 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.
The HIDOE/ACS WASC accreditation process empowers schools to:

• Evaluate its program effectiveness in relation to its impact on student learning based on GLOs, student learner needs, and academic standards; and 2) meeting an acceptable level of quality in accordance with the HIDOE/ACS WASC criteria.
HIDOE/ACS WASC Criteria Categories

- School Culture and Support for Student Personal and Academic Growth
- Organization for Student Learning
- Focus on Student Learning
- What Students Learn
- How Students Learn
- How Assessment is Used
Summary: Self-Study Process

**What?** What is the ideal based upon...?
Vision, Mission, General Learner Outcomes; ACS WASC/HIDOE criteria and indicators; Curricular standards

**So What?**
What currently exists?
How effective is it?

**Now What?**
What and how will we modify?
What should be in the Academic Plan?
ACS WASC Guiding Principles

The HIDOE/ACS WASC accreditation process empowers schools to:

- 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.

Academic Plan
HIDOE 2017-2020 Strategic Plan
The HIDOE/ACS WASC accreditation process empowers schools to:

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

How do school staff members ensure the plan will strengthen student achievement?

Visualize what will be different for students.....

One year from now?
Two years from now?
Three years from now?
Guiding Principles

- Total involvement and collaboration of all stakeholders
- Culture that supports the well-being of all students
- Accomplishment of its vision, mission, and schoolwide learner outcomes
- High achievement of all students related to academic standards and schoolwide learner outcomes
- Use of multiple ways to analyze data
- Evaluation of program effectiveness
- Alignment of prioritized findings to a schoolwide action plan focusing on student achievement
- Ongoing improvement responsibility
How might I use the Guiding Principles to help me as I ...

- Read the report
- Prepare my pre-write
- Pose my questions
- Evaluate the school’s focus on student learning
- Make recommendations to move the school forward
Accreditation Cycle of Quality

1. Plan
2. Visit
3. Self-Study
4. Assess
5. Reassess
6. Follow-up

Focus on Learning
Basics

Previsit
Where is the school now?
Where’s it going?
Does it have a good roadmap?
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 WASC member training.

___ 3. Study the school description, the WASC/CDE Focus on Learning manual, and the reference cards.

___ 4. Become aware of the outcomes of the self-study followed by the school:
   • The involvement and collaboration of all staff and other stakeholders to support student achievement
   • The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
   • The analysis of data about students and student achievement
   • The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and WASC/CDE criteria
   • The alignment of a long-range action plan to the school’s areas of need; the capacity to implement and monitor the accomplishment of the plan.

___ 5. Review the WASC/CDE 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.
4. Become aware of the outcomes of the self-study followed by the school:

Visiting Committee Member Checklist
(FOL, HIDOE/ACS WASC Process Guide, p. 111 #4)
ACS WASC/HIDOE School Self-Study

Preface

Chapter I
Progress Report

Chapter II
Student-Community Profile

Chapter III
Self-Study Findings

Chapter IV
Confirmation of Critical Learner Needs

Chapter V
Schoolwide Action Plan

ACS WASC ©2019
1. Involvement/Collaboration in Self-Study

Focus Groups
Criteria & student work

Leadership Team
Plans & guides

Stakeholder or Home Groups
Student work & criteria
2. Clarification of School’s Mission and General Learner Outcomes

Sample: Every student will be an effective communicator

Each student may demonstrate this by:

• Writing clearly and proficiently
• Receiving information and constructing meaning through reading and listening skills
• Using verbal language to communicate clearly when giving presentations to groups or talking with other individuals
### 3 & 4. Analysis of Student Data and Achievement and Assessment of Program

<table>
<thead>
<tr>
<th>Criteria/Indicators Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Addressed identified Critical Student Learner Needs and related General Learner Outcomes)</td>
</tr>
</tbody>
</table>
Self-Study Findings: Impact of Program on Student Learning

Findings and Supporting Evidence

Strengths and Growth Areas

Direct Alignment with Action Plans

Lead to...
5 & 6. Accountability and Strong Leadership and Support Systems

One Academic Plan — Hawaii Strategic Plan
Visiting Committee Report

✓ Preface: Comments on School’s Self-Study Process based on Expectations of Self-Study. Include list of school’s General Learner Outcomes

✓ Chapter I: Analytical Comments on School’s Progress based on Critical Areas for Follow-up embedded into Schoolwide Action Plan and Changes since last Self-Study and/or Initial Visit

✓ Chapter II: Summary of Most Critical Information from Student/Community Profile, including excerpts on Student Achievement Data (e.g., Strive-Hi data)
Visiting Committee Report

✓ Chapter III: Analytical Summary of What Currently Exists and Impact on Student Learning for each Criterion

✓ Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

✓ Chapter V: Comments on Schoolwide Action Plan and School Improvement
Road to the Action Plan

Schoolwide Learner Outcomes

Data

Critical Learner Needs

Criteria Strengths

Criteria Growth Areas

Action Plan
Visitig Committee Members: Preparing for the Visit

5. Review the HIDOE/ACS WASC criteria and the indicators, suggested evidence to examine and appropriate academic standards and education references.

Visiting Committee Member Checklist

(FOL, HIDOE/ACS WASC Process Guide, p. 111 #5)
Visiting Committee Analysis of Criteria

As a Visiting Committee member,

- What are the major concepts of the criteria?
- What critical data/information should be reviewed?
ACS WASC/HIDOE Criteria Categories

A. Organization: Vision and Mission, GLOs; Governance; Leadership; Staff; and Resources

B. Standards-based Student Learning: Curriculum

C. Standards-based Student Learning: Instruction

D. Standards-based Student Learning: Assessment and Accountability

E. School Culture and Quality Support for Student Personal and Academic Growth
Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion – Student Centered Instruction

Students actively participate and are highly engaged in their learning through challenging activities that support clearly articulated learning targets so all students achieve the academic standards and the General Learner Outcomes.
Students’ Voice and Feedback

C1.3 Indicator:

The school’s instructional staff members use students’ voice and feedback in order to adjust instruction and learning experiences.

C1.3 Prompt:

Evaluate the effectiveness of the use of students’ voice and feedback to adjust instruction and learning experiences. Provide examples.

Findings Supporting Evidence
Visiting Committee Analysis of Criteria

As a Visiting Committee member,

- What are the major concepts of the criteria?
- What critical data/information should be reviewed?
Read the entire report
Mark it up
Look for alignment
Persuasive essay
Mission and Learner Goals

Data

Student Learner Needs

What’s occurring

What’s next
Review: Reading the self-study

Cover to cover
- Not linear
- Take information from where it is
- Mark it up!

Reread as necessary
- Review criteria
- Consistency
- Matches and gaps
- Conclusions

What questions are raised?
- How important are they?
- How will you find out?
Previsit Working Notes for Entire Self-Study and Draft Summaries of Assigned Areas

- Criteria and Indicators
- Comments for ALL Criteria
- Comments for ALL chapters
- Draft summaries of assigned areas
Data and School Background

Chapter 1: Progress Report
Chapter 2: Profile Report and Summary, Preliminary Student Learner Needs
What does the data tell us?
What are the student learner needs?
What are the school’s mission and GLOs?
Comments and Questions?
Pre-Writing to Assigned Criteria Areas
Do the findings respond to what is being asked by the criteria and indicators?

How does the evidence support ... the findings?

the strengths:

the prioritized growth needs?

Has the school gained insight about the degree to which learning is being supported?

Big questions
Analytical Comments/Observations

- Write what currently exists in response to the accreditation criteria
- Indicate the impact on student learning
- Highlight areas of strength
- Highlight key issues to be addressed to ensure quality education for all students
- Indicate evidence to support your comments
- Use appropriate vocabulary and avoid being prescriptive
C2. Instruction Criterion - Rigorous and Relevant Instruction *(criterion not included in sample of writing for one indicator)*

**Current Knowledge (Indicator statement not included in sample)**

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.

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.
Important enough?

What must I think about?

How will I find out?

Possible questions?

What do I look for?

What documents would be helpful?

Example of Thought Questions
C2: Instruction Criterion – Rigorous and Relevant Instruction

Current Knowledge *(Indicator statement not included in sample)*

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. The self-study report did not indicate the degree to which these strategies have impacted student learning.

Example  *Pre-write*
C2: Instruction Criterion – Rigorous and Relevant Instruction

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

Evidence (only self-study report in pre-work)

Example  **Pre-write**
• **C2. Instruction**
• **Current Knowledge**

*Professional Development Cycles, including Peer Observation:*

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, a majority of staff regularly use two to five different strategies during each class period to more actively engage students. 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 model will be used as staff moves more directly to improve writing.
C2. Instruction

_Current Knowledge_

**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:** Working with district leaders, 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.
Indicator: Student Feedback

Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college-and career-readiness standards, and the schoolwide learner outcomes. Interview and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life. (See next slide.)
According to the self-study, students participate in the School Coordinating Council meetings and in focus groups with teachers and administrators. ASB members also lead feedback sessions with other students. This was corroborated during the visit in conversations with a good cross-section of students. The VC observed teachers eliciting student feedback on their learning during lessons through visual checks, thumbs up checks, all call responses and exit slips. Student surveys also provide school leaders student feedback. These surveys are aligned to the schoolwide learner outcomes.
Complete an analytical summary from gathered evidence and self-study.

English Learners and many of our Special Education students are integrated into our General Education courses, to provide further opportunities for rigor, enhanced learning and socialization with their peer group.
To the chair on time!
Schedule

Monday – Thursday (usually)
School: Previsit Discussion Areas

• The Visit Schedule — developed collaboratively
  – 2 people at all schoolwide focus groups (1 ½–2 hours)
  – Daily leadership team meeting with entire visiting team
  – Daily chair-principal meeting
  – Visit all classes (keep record) and talk to all
  – Examples of other meetings based on school
    • Parents
    • Students
    • Support Staff
    • Administrators
    • Subject Areas/Departments/ Programs
    • Counseling Dept., Special Ed, AVID, Title I
    • Other individual or groups
The Visit: Visiting Committee (VC) Members

ACS WASC VC Members Strengthen School’s Core Work — Improving Student Learning
The Visit by Fellow Educators: Purpose

Based on ACS WASC/HIDOE criteria, school’s purpose and schoolwide learner outcomes and self-study, the Visiting Committee (VC)...

- Provides insight about student learning and school program
  - Validates school program
  - Celebrates school strengths
  - Provides recommendations on growth areas
- Prepares a written report for school and Commission
- Recommends an accreditation status
- Commission takes action
Focusing on Student Learning

Initial VC Meeting

Focusing on Student Learning
Initial VC Meeting

• What have we learned from our pre-visit preparation about this school’s self-study and student learning?
Focusing VC Work on Student Learning

How can the visiting committee focus its review and analysis of evidence through...

– Examining student work and other information

– Observing students and other aspects of the program

– Interviewing students and others
Your assigned areas of study
Key issues
Plan

Informal interviews
Who
When
Where
How

Know what you need to find out!
Student work
Student engagement, learning, understanding
Climate, tone, and atmosphere
Effective teacher actions
Documents

For example...

• Student work
• Handbooks
• Curriculum documents
• Recruiting brochures
School Meetings and Dialogue: Questions and Techniques
Meetings: Committees

Dept./Subject Area Groups, Data Teams, PLCs, Other Groups

Leadership Team

Schoolwide Focus Groups
Meetings: Developing Quality Questions

• Daily Leadership Meetings
• Daily Chair meets with Head
• 1 ½ – 2 hour meetings with Focus Groups
• Meetings with many other groups
Sample Areas

Powerful questions about
• Action plan
• All students
• Student learner needs
• Criteria
• GLOs
• Academic standards
• Evidence analyzed
Sample Areas (cont.)

Powerful questions about
• Understanding and use of data
• Modifying learning and teaching
• Feedback to students
• Coaching of colleagues in new strategies
• Intended impact on student learning
• Follow-up process
Sample Discussion Starters

- Help us understand...
- Could you clarify...?
- We recognize that...
- We understand from the self-study that.... What led to this conclusion?
- Is this characteristic of ....?
- What factors contributed to these results?
- What elements of the student/ community profile are related to....?

See Reference Card 2
Sample Questions:

• What have you learned?
• What insights have you had since you prepared the summary?
• Talk about evidence that led to the conclusions made.
• What have you learned about student learning and success?
• What can you as a school do to improve learning for each and every student?

See Reference Card 2
Preparation

Room Arrangement
Timekeeper
Ensure clear agenda

VC Team Consensus on basic questions
Strategies

Be prepared

Techniques
• Open ended
• Presume they’re doing it
• Follow-up questions
• Wait time
Initial Leadership Team Meeting

Purpose:
How can we increase our understanding of the school’s self-study findings and student learning through the initial dialogue with school leaders?
ACS WASC/HIDOE Action Plan

- Hawaii Strategic Plan 2017–2020
- School’s Three-Year Academic Plan
Adequacy
Action steps reasonable
Understandable
Feasible
Commitment
Support
Barriers
Follow-up process

Action Plan
Important School Question about Plan

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

— One year from now?
— Two years from now?
— Three years from now?
Thursday
VC and Leadership Team Meeting
Thursday
VC and Leadership Team
and
Whole School Presentation
Team Consensus
What’s the evidence?
Rewriting and Revising
Visiting Committee Synthesis Meetings

What should the VC include at these daily meetings based on 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?
## Tables of Strengths and Key Issues

<table>
<thead>
<tr>
<th>Organization</th>
<th>Curriculum</th>
<th>Instruction</th>
<th>Assessment &amp; Accountability</th>
<th>School Culture &amp; Student Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy Strengths from each category</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Copy Key Issues from each category</td>
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</tr>
</tbody>
</table>
VC Report—Chapter IV

- Schoolwide strengths
- Schoolwide critical areas for follow-up
  - Support identified areas
  - Strengthen identified areas
  - Address additional areas
VC Schoolwide Strengths

Who?  What?  Why?

What would like to see your own school’s report in relation to clarity and specificity — understanding by all?
What type of strengths would you want to be in a report for your school?

• Students have access to rigorous, relevant, and coherent standards-based curriculum where they are required to think critically and write across all subject areas.

• The school has a strong and appropriate vision/mission to which it very intentionally aligns its schoolwide learner outcomes, LCAP, and messaging and to which all stakeholders share a strong commitment.

• Technology

• CTE pathways

• Rigorous, focused and engaging instruction

• There is an established culture of academic success and rigor.

• The students are actively involved in the community.
Sample Critical Area for Follow-up: Reminder

• Those areas that support areas already identified in the action plan sections
• Those areas that strengthen areas already identified in the action plan sections
• Potential additional areas not addressed by school
VC Report: Critical Areas for Follow-up — CLARITY

Reminder: Include the “Who”, “What” and “Why”
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, math, and critical thinking skills.

Sample critical area for follow-up
VC Report: Critical Areas for Follow-up — CLARITY

A Practice: Examine the sample critical areas for follow-up and determine what would make it clearer for the school.

Reminder: Include the “Who”, “What” and “Why”
Critical Areas for Follow-up: What is MISSING?

- Use data from common formative and summative assessments to reteach and differentiate instruction to increase student learning outcomes.
- Develop effective assessment tools and rubrics for the schoolwide student goals.
Critical Areas for Follow-up: Critique and Rewrite

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

• The school needs to explore professional development that meets the instructional needs of the school.
Alignment: Status Rationale based on Findings
Important learning needs of the students

Correlation of major areas for follow-up to key issues

Rationale for recommended status

Doc/Just-ratings, comments, & VC report findings
What’s the RIGHT status for this school?
Is there adequate evidence?
Does our writing support our recommendation?
Have our conversations supported our recommendation?
Accreditation Status Factors:
VC Recommendation and Commission Action

To what extent is the school demonstrating quality student achievement/improvement?
ACS WASC/HIDOE Accreditation Status

Status based on a school demonstrating the following factors...

(Visiting Team reaches consensus on rating for each factor to facilitate recommended status)

- Involvement and Collaboration of all
- Acceptable Progress by All Students
- Each Criterion within Categories A-E
- Alignment of Academic Plan to areas of greatest need
- Use of prior accreditation findings/other pertinent data
- Capacity to implement/monitor Academic Plan
Short-short-form of the analytical summary of self-study looking at “to what extent” the school meets the criteria plus rationale for status
Standards-based Student Learning Instruction: Student Engagement that supports high achievement for all students (C2)

- Visiting Committee Rating: Somewhat Effective

- Narrative Rationale: The visiting committee did not observe a high rate of student-centered, technology driven, or hands-on types of instruction. Most of the teaching happening in the classrooms that was observed during the visit was very traditional, lecture style teaching. Traditionally underrepresented minorities, ELs and Special Education students are particularly struggling to achieve.
Sample from Doc/Just—Need Elaboration to align with VC Report and help Commissioners

Organization: Staff: Qualified and Professional Development that supports high achievement for all students (A4)

Visiting Committee Rating: Effective

Narrative: The VC suggests a more deliberate professional development plan.
Accreditation Status

• Six-Year Accreditation Status
  - Progress report at mid-cycle
  - Progress 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
Not your school you’re going home

Big Issues

Team confidential

transparency learn

we NOT me
### Do
- Be a team player
- Validate and 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; ensure ideas are captured and clear
- Focus on small things
- Talk about your school
- Overeat or oversleep

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**On the visit**
Reflection: How can I best prepare?

• What are my priorities?
• What are the critical elements for a successful visit?
We Are Student Centered