Quality School Framework

- Instruction
- Community
- Curriculum
- Culture and Climate
- Assessment
- Equity
- Professional Learning
- Resource Alignment
- Teachers
- Leaders
The School Community’s Work

Previsit Work of VC Members/Chair

Visit and Status Recommendation
ACS WASC

Private, Nonprofit

Commission

Worldwide

Serving@ 5,000 Schools

18 Partner Associations
ACS WASC Cycle of Quality

1. Assess
2. Self-Study
3. Visit
4. Implement
5. Follow-up
6. Reassess
Postsecondary Self-Study Process

What is the ideal based upon?

So What currently exists and how effective is it?

Now What will we modify in our schoolwide plan?
How are the students achieving?
Is the school doing everything possible to support high achievement for all its students?
Visiting Committee Member Checklist

Before the Visit

1. _____ Attend the one-day WASC member training workshop.
2. _____ Study the WASC *Postsecondary Accreditation Manual* and be familiar with Visiting Committee responsibilities:
   - Understand WASC expectations for Visiting Committee members
   - Represent your own school and WASC professionally
   - Maintain careful confidentiality throughout the visit
   - Do not compare the school to your own school — do not use the words, “At my school, we do it this way…”
   - Understand the purpose of the visit is to help the school improve, not to criticize them, condemn them, or imply authority as a Visiting Committee Member over school personnel
3. _____ Review the WASC Postsecondary Criteria and the *Self-Study Report* format to prepare to validate the school’s *Self-Study Report*.
4. _____ Receive and respond to instructions from the chair, including narrative prewriting assignments. Members are responsible to prewrite certain sections of the *Visiting Committee Report* and submit them in advance to the chair. The chair will compile the prewriting of all members and come to the site visit with a rough draft of the *Visiting Committee Report*. (Write in narrative style, not with bullets)
The School Community’s Work

Previsit Work of VC Members/Chair

Visit and Status Recommendation
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 need; implement and monitor plan
Postsecondary Self-Study

- Preface
- Chapter I: Data
- Chapter II: Progress
- Chapter III: Criteria (10)
- Chapter III: Institutional Issues
- Chapter III: Classroom/Student Issues
- Chapter IV: Action Plan
- Appendices
School Organization

Focus Groups
Criteria

Profile Team
Leadership Team
Criteria; Plans & Guides

Program Groups
Data, Observations, Interviews, Student Work, & Criteria
Data and School Background

Chapter I: Profile
Chapter II: Progress Report
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: Analysis of the School Program
WASC Postsecondary Criteria

1. Institutional Mission, Purpose, & Objectives
2. Organizational Infrastructure
3. School Leadership, Faculty & Staff
4. Curriculum
5. Instructional Program
6. Use of Assessment
7. Student Support Services
8. Resource Management
9. Community Connection
10. Action Plan
## Analysis of Student Data and Achievement and Assessment of Program

<table>
<thead>
<tr>
<th>Criteria/Indicators Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>(Addressed identified key issues and related Schoolwide Learner Outcomes)</td>
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One Plan
Learner Outcomes + Data + Criteria Strengths + Criteria Growth Areas = Action Plan
The School Community’s Work

Previsit Work of VC Members/Chair

Visit and Status Recommendation
Preparing for the Visit

VC Member Checklist pp. 81-83
Postsecondary Accreditation Manual, 2013

Review criteria, indicators, and appropriate curricular references.

What are the major concepts of the criteria and indicators? What critical data/information should be reviewed?
Criterion 4: Curriculum

The institution demonstrates a conscious effort to support student learning through the development of a challenging, coherent, and relevant curriculum that allows students the opportunity to reach Schoolwide Learner Outcomes. The school’s curriculum reveals its mission and the SLOs and connects directly to current student learning needs. The school pursues current, research-based curriculum development information to keep its programs relevant and effective.

Indicator 4.1 The institution has a documented curricular map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations.

Discussion Questions

• How does the school list all courses and provide course outlines and objectives for all stakeholder groups?
Curriculum:
Examples of Areas to Analyze

Curriculum guides, documents, etc. that show the overall curricular plan

Minutes of meetings regarding curriculum development

Review cycle for texts and other learning materials

Course descriptions for all class

*Course learning outcomes for all classes*

Assessment results that show student progress toward curricular goals

*Student achievement data from school Profile (Chapter I)*
Criterion 6: Use of Assessment

The instructional staff uses established assessment procedures to design, administer, deliver, and evaluate courses, programs, and student learning levels. The institution recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school. Assessment is used to measure student progress, to modify learning approaches, and to carry out institutional planning and ongoing school improvement.

Indicator 6.1 Clear learning outcomes are developed for each course so that success can be measured and students who are struggling can be identified and helped.

Discussion Questions

• How are core competencies and specific learning outcomes developed for every course?
Chapter I
Data

Chapter II
Progress Report

Chapter III
Evaluation of Response to Criteria

Chapter IV
Action Plan Effectiveness
Your prewriting responsibilities

Use Previsit Worksheet

Comments/questions on all chapters

Chapter III: Criteria Category Assignments
Read the **entire** report

Mark it up-Annotate

Look for alignment

**Complete** pre-visit worksheet

Comments-Questions

**Complete** your assignments
Notations

Make notes in the margins of the SS

‘+’ or ‘S’ = strength

‘-’ or ‘G’ = growth area

‘?’ or ‘Q’ = question to ask during visit

‘/’ or ‘C’ = check for evidence

Variations are possible

SC or +/- = possible strength

GC or -/ = possible growth area
Indicator 5.2:
Teaching strategies and methodologies

School’s Self Study

[Teachers] use a variety of methodologies: direct instruction, instructional activities, and discussion are common. Grouping strategies, demonstration, and some field trips can also be found.

Teachers have access to conferences and workshops (in person and online) and the district offers many afternoon and evening workshops. Topics have included Multi-level ESL Instruction, Contextualizing Workplace Skills, Online Math, Skills in ESL and ABE, Differentiating Instruction, Moodle/Online Teaching. This year there is a technology workshop one Saturday each month.
Criterion 5: Instructional Program

The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve Schoolwide Learner Outcomes and course objectives. Faculty members are given ongoing training in various instructional strategies that allows them to address the varied learning styles of students in their classrooms.

Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses.

Indicator 5.2 The institution used delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students
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 identified key issues, and the schoolwide learner outcomes?
Using differentiated teaching strategies is essential when teaching adult learners. At [School], we recognize that our learners come from a variety of backgrounds, educational settings, and life experiences. Teachers present lessons using more than one approach to reach all learners effectively.
Staff understands that using differentiated teaching strategies is essential when teaching adult learners who come from a variety of backgrounds, educational settings, and life experiences. Thus, they present lessons using more than one approach to reach all learners effectively. However, teachers most often provide direct instruction with limited variety in instructional activities – discussion, grouping, demonstration, and field trips. While a number of professional development activities are available, the Self-Study provides no indication on the value of these, the actual attendance, or their impact on instruction/learning.
Possible **Strength:**

Leadership and staff - Availability and variety of pd

Possible **Growth Area:**

Leadership and staff – How to get the most impact for their time/effort in pd; Move to more active/student-involved learning in classroom
VC Final Report

Classroom observations and conversations with students confirm that a majority of class time is spent in listening to the teacher. Student-based activities were most prevalent in ESL classes. Students said they were more interested in their studies when group discussions and demonstrations were included. Said one, “We need to really understand what we are learning. Talking about it with others helps me.” While professional development is widely available, teachers self-select attendance and no procedures are in place to assess the impact of these activities.
Challenging & Varied Instructional Strategies

VC Final Report

**Strength:** School administration for making available a wide variety of professional development topics and activities which have the potential to strengthen teachers’ instructional practices thus improving student learning.

**Growth area:** School administration and teaching staff implement ways of assessing the value and impact of professional development activities to ensure the most effective and efficient use of resources.

**Evidence:** Self-Study Report; conversations with Focus Group members; classroom and professional development activity observations, records of professional development activity attendance and content.
Read
Think
Write
Layers of a Criteria Response

General

Individual Groups of Students

Different Programs

Identified Key Issues
To the chair on time!
ACS WASC

The School Community’s Work

Previsit Work of VC Members/Chair

Visit and Status Recommendation
Schedule

Sunday-Wednesday (usually)
VC Sunday Meeting

What have we learned from our previsit preparation about this school’s self-study and student learning?

What strengths and growth areas emerging from the review of the self-study.

What types of evidence need to be our focus?
How can we focus our review and analysis of evidence through

- Examining student work and other information
- Observing students and other aspects of the program
- Interviewing students and other

What are the primary areas of interest to discuss with school personnel at our initial meeting?
Meetings

VC and Leadership Team

VC and Focus Groups

VC and Other Groups
Observations

Who
When
Where
How

Know what you need to find out!
Interviews

Your assigned areas of study

Key issues

Plan
Documents

Student work
Handbooks
Curriculum documents
Recruiting brochures
Powerful Questions

Action plan
All students
Identified key issues
Criteria
Learner outcomes
Academic standards
Evidence analyzed
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
Powerful Strategies

Open ended
Presume they are doing it
Follow-up questions
Wait time
Sample Discussion Starters

Help us understand...
Would 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....?
Sample Questions

What have you learned?

What insights have you had since you prepared the summary?

How might this impact your identified key issues?

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?
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
One Plan

Adequacy

Action steps

Understandable

Feasible

Commitment

Support

Barriers

Follow-up process
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?
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
Critical Areas for Follow-up

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.
Critical Areas for Follow-Up

Who
What (diagnostic not prescriptive)
Why
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.

Why

What
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 planned emphasis on job preparation.
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
Accreditation Status Factors: VC Recommendation and Commission Action

Highly Effective
Effective
Somewhat Effective
Ineffective
Accreditation Status Factors:
VC Recommendation and Commission Action

- Ineffective
- Somewhat Effective
- Effective
- Very Effective

Have our conversations and does our writing reflect this?

What’s the evidence?
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
Not your school
you’re going home

we NOT me

Big Issues

confidential

Team

transparency

learn
# On the visit

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<tr>
<th><strong>Do</strong></th>
<th><strong>Don’t</strong></th>
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<tbody>
<tr>
<td>Be a team player</td>
<td>Try to solve their problems; diagnostic not prescriptive</td>
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<tr>
<td>Validate, extend, not evaluate</td>
<td>Argue over words; do ensure ideas are captured and clear</td>
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<tr>
<td>Support, not judge</td>
<td>Focus on small things</td>
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<tr>
<td>Celebrate successes</td>
<td>Talk about your school</td>
</tr>
<tr>
<td>Prepare and plan</td>
<td>Over eat or over sleep</td>
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<tr>
<td>Listen</td>
<td></td>
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<tr>
<td>Focus on important issues</td>
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<td>Work for consensus</td>
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<td>Work toward the action plan</td>
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<td>Confidentiality</td>
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Ongoing Support

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Chancellor’s Office
Adult Education Programs
W
A
S
C

We Are Student Centered