WASC/CDE Focus on Learning Self-Study Training: Part One

2014 Schools
WASC Accreditation: An Ongoing Journey
Plan of Day

WASC Accreditation Cycle of Quality

Self-Study Process

Task 1: Profile and Data

Task 2: Progress Report

Task 3: Summary Conclusions

Task 4: Getting Started
Western Association of Schools and College (WASC)

- A private, nonprofit, regional accrediting association in the United States
- Serves schools in California, Hawaii, Pacific Islands, and worldwide, especially East Asia (Hague, 1961)
- Composed of three commissions
  - Accrediting Commission for Senior Colleges and Universities, e.g., Stanford University
  - Accrediting Commission for Community and Junior Colleges, e.g., San Francisco Community College
  - Accrediting Commission for Schools
Accrediting Commission for Schools, WASC

- Works closely with the U.S. Department of State, Office of Overseas Schools
- Extends services to over 4,700 pre-K to 12 elementary and secondary public and private schools of various types (235 in East Asia)
- Works with 18 other associations in joint processes, such as California and Hawaii state departments of education, WCEA, SDA, CAIS
- WASC Commission (Board) composed of 32 members from various organizations
What is Accreditation?

• In one to three sentences, explain accreditation.
• Group sharing
What is Accreditation?

• The quality or state of being trustworthy or credible (Root is French word meaning “to credit”)*

• An ongoing Cycle of Quality...
  – a non-hyperventilating” school improvement process that supports high-quality student learning

• Equivalent to a University Educational Course entitled: Change 101

*Dr. John Stoops, MSA
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
- Strengthens teacher understanding and use of quality learning and teaching approaches
- Provides valuable insight from educators visiting the school
- Benefits schools choosing collaborative processes, e.g., WASC/CDE
Focus on Learning ↔ School Change

WASC Accreditation Cycle of Quality

Built on

WASC Seven Accreditation Principles
1. **Accomplishment of school purpose (core beliefs, vision, mission) and schoolwide learner outcomes...**

What all students should know, understand and be able to do in order to be globally competent, i.e., a global citizen.
Schoolwide Learner Outcomes

Characteristics:

- Include current learning needs and global competencies/21st century skills
- For all students
- Interdisciplinary (within all subjects)
- Assessable
Sample Schoolwide Learner Outcome

SAS students will be:

Global-minded Citizens who...

- Act with the future in mind
- Embrace diversity and engage responsibly in the world’s problems with compassion, empathy, and tolerance
- Respect and support family and community
- Protect and advocate for local and global environments
SAS students will be:

Literate Individuals who...

- Are multi-lingual
- Articulate communicators in reading, writing, speaking, listening, and through artistic expression
- Are literate in information and communication technologies
2. High achievement of all students based on schoolwide learner outcomes/curricular standards
3. **Use of multiple ways to analyze data about student achievement**
4. Program evaluation in relation to schoolwide learner outcomes, standards and research-based WASC criteria and indicators
WASC Criteria Categories

- Organization for Student Learning
- Resource Management and Allocation
- Support for Student Personal and Academic Growth
- What Students Learn
- How Students Learn
- How Assessment Is Used
- Focus on Student Learning
5. Alignment of findings to a schoolwide action plan

- Strategic Plan
- Technology Plan
- Staff Development Plan
WASC Seven Accreditation Principles

6. Evaluation of ongoing improvement and impact on student learning

7. Total involvement/collaboration of all leaders, board members, teachers, staff, students, parents and others
WASC FOL Accreditation Cycle of Quality

Assess
Self-Study
Plan
Visit
Focus on Learning
Follow-up
Implement
Reassess
Summary: Focus on Learning Self-Study Process

What?

What is the ideal based upon...?

- **Vision, Mission, Schoolwide Learner Outcomes**
- WASC international 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 schoolwide action plan?
Observable evidence includes analyzing results of...

- What students are doing and producing
- Student interviews and observations
- Hard data and information
- Other interviews, observations, etc.
Self-Study Process: The “So What” Question?
What currently exists? How effective?

Vision & Mission

Profile Data
Criteria
Professional Knowledge
Student Work
Students Working
Documents
Interviews & Surveys

Schoolwide Learner Outcomes
Self-Study: Schoolwide Action Plan
One Umbrella Plan

Single Plan for Student Achievement
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?
WASC FOL Accreditation Cycle of Quality

Assess

Self-Study

Reassess

Plan

Focus on Learning

Implement

Follow-up

Visit

Accrediting Commission for Schools, WASC: A Focus on Learning
The Visit: Are Students Achieving as Global Citizens?

Where’s the school now?

Where’s it going?

Does it have a good road map?
Focus on Learning: Essential VC Questions

- Based on the WASC criteria, *schoolwide mission and learner outcomes*, what evidence demonstrates that ...
  - Students are achieving the schoolwide learner outcomes or global competencies and curricular standards?
  - School structures, programs, processes and actions support students being prepared for the future, e.g., globally competent?
WASC Accreditation Cycle of Quality (five or six years)

YEAR ONE
Profile Update, Progress Report, Refinement of Schoolwide Action Plan

YEAR TWO
Profile Update, Progress Report, Refinement of Schoolwide Action Plan

YEAR THREE
Profile Update, Progress Report or Progress Report and One- or Two-day Visit, Refinement of Schoolwide Action Plan

YEAR FOUR
Profile Update, Progress Report, Refinement of Schoolwide Action Plan

YEAR FIVE
Profile Update, Self-Study Process, Refinement of Schoolwide Action Plan

YEAR SIX
Completion of Self-Study; Refinement of Schoolwide Action Plan after Visit
Accreditation Status Factors: VC Recommendation and Commission Action

➢ To what extent is the school demonstrating quality student achievement/improvement?

1. Meeting the WASC international criteria and indicators
2. Clear globally minded purpose and schoolwide learner outcomes
3. Quality processes to analyze student achievement
4. Action plan aligned to areas of greatest need
5. Capacity to implement/monitor action plan
6. Use of prior accreditation findings
7. Involvement and Collaboration of all
Sample Status Recommendation

Accrediting Commission for Schools
433 Airport Boulevard, Suite 200
Burlingame, California 94010
(650) 698-1050 • Fax (650) 698-1867
mail@acsasc.org • www.acsasc.org

Name of School Visited: 
Address of School: 
Name of District: 
Manual Used in Self-Study: 
Visits: 
Date of Visit: 
Accredited Grade Span: 
Enrollment: 

WASC accreditation is an ongoing six-year cycle of quality whereby the school demonstrates the capacity, commitment and competence to support high-quality student learning and ongoing school improvement.

The Visiting Committee’s CONFIDENTIAL recommendation to the Accrediting Commission:

[Boxed text with bullet points describing different accreditation statuses and conditions]

1. See Accreditation Status Explanations.

Note: The commission reserves the right to grant accreditation status other than those above, including a recommendation for a full reaccreditation at any time. Such action will follow a Commission review of the Visiting Committee report. In the event of a formal appeal, this document will be provided to the school’s chief administrator.

VISITING COMMITTEE MEMBERS

[Signatures and dates]

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Accrediting Commission for Schools, WASC: A Focus on Learning
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-Year Probationary Status with an in-depth progress report and a two-day visit
- Accreditation Status Withheld
Accreditation Status Timeline

- **Self-Study**
  - Six-Year Accreditation Granted
  - Probationary Accreditation
  - Probation Report and Visit
  - Probation Report and Visit (if needed)
  - Reinstatement Visit (One- or three-year accreditation may be granted)
  - Accreditation Withheld

- Year 1
- Year 2
- Year 3
  - Mid-cycle Report and One-Day Visit
  - Mid-cycle Report
  - Mid-cycle Report and Two-Day Visit

- Year 4
  - Special Report and/or Visit (if needed)

- Year 5
  - [School Preparing Next Self-Study]

- Year 6
  - Next Self-Study

- Year 1
- Year 2...

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Accrediting Commission for Schools, WASC: A Focus on Learning
Mid-cycle Status Options

The Visiting Committee’s recommendation (select one of the following):

- Accreditation Reaffirmed
- Accreditation Reaffirmed with a Required Progress Report Due in One Year
- Accreditation Reaffirmed with a Required Progress Report and One-Day Special Visit in One Year
- Accreditation Status Withheld

Justification Statement:
Comment upon the factors which led to your recommendation. Reference the progress made on critical areas for follow-up and the schoolwide action plan. Based on the WASC criteria, note any additional areas that the school also needs to address.

Enter text here
The Visiting Committee’s recommendation (select one of the following):

- Accreditation Reaffirmed with a Required Progress Report and Two-Day Visit in **Two Years**
- Probationary Accreditation Extended with a Required In-depth Progress Report and Two-Day Visit in **One Year**
- Accreditation Status Withheld

Justification Statement:
Comment upon the factors which led to your recommendation. Reference the progress made on critical areas for follow-up and the schoolwide action plan. Based on the WASC criteria, note any additional areas that the school also needs to address.

Enter text here
WASC FOL Accreditation Cycle of Quality

Assess

Self-Study

Focus on Learning

Plan

Visit

Implement

Follow-up

Reassess
The Follow-Up: After Visit

The School

- Revises the Schoolwide Action Plan
  - Includes recommendations from the Visiting Committee
  - Submits Plan to WASC
- Annually reviews progress on Action Plan based on Schoolwide Learner Outcomes — Global Competencies
- Revises Action Plan as needed
- Submits annual progress report to WASC
- Has periodic visits from WASC
The Self-Study
Outcomes of the Self-Study: Student Focused

1. Involvement and collaboration of all
2. Clarification and measurement of schoolwide learner outcomes and academic standards.
3. Gathering and analyzing of data
4. Assessment of the entire school program and its impact on student learning
5. Alignment of a schoolwide single plan to the school’s areas of need; capacity to implement and monitor the accomplishment of the action plan

WASC/CDE FOL, p. 7
Focus on Learning (FOL):

For 20 years, WASC FOL process has asked schools two questions

How do you know that all students are achieving...

- schoolwide learner outcomes
- essential core knowledge and skills?

• Are you doing everything possible to support students being global citizens?
WASC-CDE Criteria Categories

A. *Organization: Vision and Purpose, Governance, Leadership and 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 Support for Student Personal and Academic Growth*
Task 1: Refine the Student/Community Profile
Clarify Schoolwide Learner Outcomes

Product: Chapter I: The Profile with findings
Task 2: Summarize progress since previous full self-study

Product: Chapter II: Summary of progress on the action plan that incorporated all critical areas of follow-up from the last full self-study
Task 3: Summarize implications of data and progress. Identify 2-3 critical learner needs. Determine 3-4 questions for Focus Group discussion.

Product: Chapter III: Summary of data and progress
WASC/CDE Tasks

Task 4: Analyze the quality of the school program in relation to the WASC/CDE criteria with emphasis on the identified critical learner needs; determine strengths and growth needs.

Product: Chapter IV: Summary of findings for criteria in each category and supporting evidence of criteria. Strengths. Prioritized growth areas
Task 5: Review the comprehensive schoolwide action plan. Define growth targets. Establish an ongoing follow-up process

Product: Chapter V: Revised action plan. Additional strategies within subject areas/support programs. Ongoing follow-up process.
Preface

Chapter I: Student/Community Profile and Supporting Data and Findings

Chapter II: Progress Report

Chapter III: Student/Community Profile—Overall Summary from Analysis of Profile and Progress Data

Chapter IV: Self-Study Findings

Chapter V: Schoolwide Action Plan

Appendices

(FOL, pp. 23-24—also Word template on website)
Timeline: General Calendar

- Work backwards from dates of full visit.
- Mail self-study 5–6 weeks prior to visit.
- Integrate home and focus group work with regularly scheduled meetings and in-service days, if possible.

FOL, p. 21
Timeline: Detailed Calendar

Include...

- Staff and Other Shareholder Orientation
- Training: Role and Responsibilities
  - Leadership Team
  - Focus Group Chairs
  - Home Group Chairs
Home or Department Group work that includes...

- analysis of representative samples of student work based on expected schoolwide learning results and academic needs*
- analysis of observations of students and student interviews*
- review of profile*
- review of schoolwide student goals (expected schoolwide learning results)*
- review of progress report*

* This Home Group work must be done before any Focus Group work begins.
Home Group work that includes...

- gathering and analysis of other data based on WASC criteria observations for Focus Groups
- review of revised schoolwide action plan and identified growth areas from all focus groups

NOTE: Focus Group work begins in late February-March after work by Home Groups on profile, schoolwide learner outcomes, examination of student work, student observations and interviews.

- staggering the work of the Focus Groups
Focus Group work that includes...

- discussion about criteria and data needed
- analysis about effectiveness of school based on evidence gathered
- preparation of analytical summary of findings
- identification of strengths and growth areas with supporting evidence
- review of the revised schoolwide action plan
Scheduling Focus Group Work in terms of needed Home Group or Departmental Data Gathering/Discussion

Staggering Focus Group Work
Self-Check Questions

Timeline

• Has the timeline been developed so that the self-study will be ready to send to the visiting committee four to six weeks prior to the visit?

• Has the maximum time for Home and Focus Group meetings been allotted and are the meetings well-spaced out throughout the self-study process?

FOL, p. 29
School Committees

Home Groups

Schoolwide Focus Groups

Leadership Team
Committees: Composition — Participation

• Leadership Team (SC, Focus Group Leaders, Principal, others)
  – Student/Community Profile Committee (optional, might help)
• Focus Groups (size, 12–15)
  – Number of Focus Groups — dividing criteria
  – Using current structures such as PLCs and small learning communities
  – degree to which parents, students and support staff are involved — key issue
• Home Groups — examples
  – Subject Area
  – Support Staff
  – Student
  – Parent

  – WASC/CDE pp. 31-34
How will we organize ourselves?
School Committees

- Is the suggested FOL committee structure being adapted to build upon and strengthen the school’s current organization for schoolwide communication? (e.g., PLCs)
- Are all certificated staff serving on two groups — a Home Group and a Focus Group?

FOL, p. 27
School Committees

- Has the school reflected upon the type of committee organization that will be most effective in the implementation of the schoolwide action plan?

- For example, should the school maintain the focus groups after the visit to oversee action plan sections?
Group Norms

- All engaged
- On task
- Share within time limits
- Value the viewpoint of each person
- Use simple language
- Ice breaker/warm-up to build spirit
- Evaluate meeting — results and process
- No assumptions
- Be prepared/each to contribute with advanced analysis
As a school team, think about the meaning of “All Students”...

- Who are the students?
- Who composes the major sub-populations at your school?
### Data/Evidence

<table>
<thead>
<tr>
<th>Outcome Data Chapters I &amp; III</th>
<th>Demographic and Perception Data Chapters I &amp; III</th>
<th>Process Data Chapter IV</th>
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<tbody>
<tr>
<td>Achievement Data</td>
<td>Enrollment</td>
<td>School Organization</td>
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<td>Completion Rates</td>
<td>Attendance</td>
<td>Professional Development</td>
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<td>Comparative Data</td>
<td>Language Proficiency</td>
<td>Curriculum &amp; Instruction</td>
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<td>Post-Enrollment Data</td>
<td>SES Status</td>
<td>Assessment</td>
</tr>
<tr>
<td>Supplemental Data</td>
<td>Staff</td>
<td>Resources</td>
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</tbody>
</table>

- Co-Curricular Activities
- Finances
- Surveys/Interviews
Profile: Sample Achievement Data

- API Scores
- AYP
- California Standards Test (CST)
- CAHSEE scores
- AMAO’s for English learners
- Standards-based benchmark assessments
- Curriculum embedded assessments
- SAT
- AP tests
- EL (LEP, Reclassified FEP)
- Graduation rate
Task 1: Student/Community Profile- Chapters I

What should be included in the Student/Community Profile?

- Outcome or Achievement Data
- Demographic Data
- Perception or Survey Data
- Other Data
Who are the students?  
How are the students doing?

- What does the data tell us?
- Not tell us?

- What questions do the data raise?
Sample Questions

- How did the students perform since last year?
- What is the longitudinal growth pattern for this grade level?
- How do the school’s scores compare with the state’s scores?
- To what degree are students moving out of the 25th percentile?
Chapter I: Data and Findings: Provide interpreted findings, noting trends, irregular patterns or anomalies

- Demographic data, including expected schoolwide learning results
- Disaggregated and interpreted student outcome data
- Survey summaries, if any

Appendix
Appendices:

- Results of student/parent/community questionnaires/interviews
- Master schedule
- School Accountability Report Card
- School Quality Snapshot (new from CDE)
- CBEDS School Information Form
- Graduation Requirements
- Budgetary information,
- List of standards-based local board adopted texts used in 9th/10th grade ELA, reading intervention, pre-courses leading to Algebra, Algebra I, social studies, and science
Task 1: Schoolwide Learner Outcomes

• Within the profile, the school’s mission and schoolwide learner outcomes (expected schoolwide learning results) should be included.

• Let’s review the importance of them and how they complement the academic standards.
Learner Outcome or Learning Result

An interdisciplinary statement about what all students should know, understand and be able to do by the time they graduate or complete the planned program

Characteristics:

- Global
- Interdisciplinary
- All Students
- Assessable
A Changing World 21\textsuperscript{st} Century Student Outcomes

- In addition to the Core Subjects
  - English, reading, world languages, arts, math, economics, science, geography, history, government, and civics
- Learning and Innovation Skills
  - Creativity and innovation
  - Critical thinking and problem solving
  - Communication and collaboration

\textit{The Partnership for 21\textsuperscript{st} Century Skills}

\textit{Framework for 21\textsuperscript{st} Century Learning, 2009}
A Changing World 21st Century Student Outcomes

- Information, Media, and Technology Skills
  - Information and media literacy
  - Information, communications and technology literacy
- Life and Career Skills
  - Flexibility and adaptability
  - Initiative and self-direction
  - Social and cross-cultural skills
  - Productivity and accountability
  - Leadership and responsibility

*The Partnership for 21st Century Skills

Framework for 21st Century Learning, 2009*
“Wanted: Global Citizens”
Sample Schoolwide Learner Outcomes

Students will be able to demonstrate that they are...

• Culturally and Socially Competent Individuals who:
  - are open-minded
  - are respected and respectful
  - assume shared responsibility
  - demonstrate integrity

• Collaborators who:
  - work effectively and respectfully
  - assume shared responsibility
  - demonstrate integrity
Sample Schoolwide Learner Outcomes

• **Communicators who:**
  - communicate effectively in diverse environments
  - articulate ideas efficiently using oral, written and nonverbal communication in a variety of formats
  - listen well to decipher meaning
  - use multiple technologies

• **Community Contributors who:**
  - act responsibly with the larger community in mind
  - contribute time, energy and talents to improve the quality of life for others
Sample Schoolwide Learner Outcomes

- Critical Thinkers and Problem Solvers who:
  - analyze and evaluate information and points of view
  - synthesize and make connections between information and arguments
  - question and use reason effectively
  - solve problems in conventional and innovative ways
Sample Schoolwide Learner Outcomes

- College, Career and Life Skill Oriented who:
  - take initiative and work independently
  - follow through with plans and goals
  - handle praise, feedback and criticism well
  - are organized
  - are productive and accountable
  - are self-directed and don’t give up
Chapter II: Progress Report

- Significant Developments
- Procedures for Action Plan Implementation and Monitoring
- Progress on Action Plan Sections (showing integration of Critical Areas for Follow-up and any midterm/revisit Recommendations)
- Additional comments on critical areas not in current plan (may be have already been a major focus or a “just do it”).
Progress on Action Plan Sections

• Goal 1: Success School will improve student achievement through interdisciplinary and department planning.

(This addresses Critical Area for Follow-up # 2 on Professional Development: Provide staff development that addresses school-to-career activities, interdisciplinary planning, English Learner’s needs, and standards-based instruction. This Critical Area for Follow-up was also addressed in Goal 4 of the plan.)
Task 2: Chapter II, Self-Check Questions

• Did the school show how all schoolwide critical areas of follow-up identified by visiting committees since the last full self-study were integrated into the action plan?
• Did the school address each section of the action plan?
• Did the progress report include data that indicates whether school staff and students met established growth targets?
• Does the report show how each section impacted student accomplishment of the critical learner needs and one or more schoolwide learner outcomes?
• Did the school show how other critical areas for follow-up were addressed that were not part of the action plan?
Chapter III: Overall summary from analysis of the data and the progress.

1. What are the implications of the data and progress with respect to student performance?

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

3. List important questions that have been raised by the analysis of the student data about the critical learner needs. (Used by home and focus groups.)
Examing Educational Data

What have you learned?

Think about how you might want to present the data in your Student/Community Profile.

How will you involve shareholders in discussions about the profile?

How will you ensure that all shareholders utilize this data in their committee work?
Task 4: Analysis of Program — Chapter IV

Schoolwide Focus Groups

Home Groups
Chapter 4

**Process**
- Home Groups
- Leadership Team
- Focus Groups

**Product**
- Response to criteria
- Evidence
- Strengths
- Key areas for follow-up

Professional knowledge
Data
Observations
Surveys/interviews
Student work
Documents
To what extent does this contribute to the school’s success?

How are the prioritized growth areas strengthen the students’ success in reaching the school’s goals?

Are the areas of strength and for growth appropriate to the findings?
Focus Groups

- Discuss all 5 categories of criteria
- Concentrate on assigned criteria and indicators
- Use prompts

What data, information and evidence are needed to determine what currently exists and its effectiveness?
C1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?
C1. Instruction: Sample Indicator and Prompt

Indicator: Differentiation of Instruction

• The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Prompt: (Electronic Format)

• How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.

Findings

Supporting Evidence
<table>
<thead>
<tr>
<th>What are the criteria concepts?</th>
<th>What evidence is needed for analysis?</th>
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<tr>
<td><strong>Gathering and Analyzing Data/Information</strong></td>
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</table>
Task 4: Observable Evidence

Includes analyzing results of:

- What the students are doing and producing
- Student interviews and observations
- Hard data and information
- Other interviews, observations, etc.
Task 4: Examining Student Work

• What have the Home Groups learned from examining student work related to the critical learner needs?
Task 4: Leadership Planning: Questions to be Asked about Examining Student Work

What types of student work do you propose to have your departments review related to the critical learner needs?

What standards-based course level assessments do you have now?

What are key courses within the department that should be targeted?
Examples of types of work:

- Typical work, such as writing or solving math problems
- Research Paper
- Projects, such as senior project
- Same performance tasks or assignments
- Portfolios
- Case studies
LOOKING AT STUDENT WORK
Examining Student Work: Sample Protocol

**Individually...**

- review student work samples.
- sort work into high, middle, low levels of performance.

**As a group discuss...**

- the characteristics of the three categories
- how to ensure student work is representative of the school’s various subgroups
- the extent to which the results of this learning opportunity demonstrate the desired performance quality of the selected standards and expected schoolwide learning results.
Task 4: Home Groups

• Ensure understanding of the critical learner needs and link to the schoolwide learner outcomes.

• For individual courses in subject areas, determine content standards which link to critical learner needs and the schoolwide learner outcomes.

• Select the student work/unit exam/benchmark assessment that will be analyzed to determine student performance toward the academic standards and specific schoolwide learner outcome(s).
For the Critical Learner Needs:

• Analyze the student achievement data and draw conclusions about student performance in writing.

• Discuss progress of significant sub-populations and questions which need further data collection.

• Determine what other evidence needs to be collected to determine how well students are performing based on the critical learner needs.
  – This includes observing students engaged in learning, talking to students, etc.
Student Work: Nature of the Work

Was this a short or long-term project or daily work?

Did students work as individual or in a group?

How much time does the project take?

How were the students grouped?

What resources did the students have available?

What were the directions for this particular assignment?
Student Work: Quality of the Work

What criteria did you use to...?

In what ways does this work meet or fail to meet a particular set of standards?

What would happen if students used the rubric to assess their own work?

What would understanding of this mathematical concept look like? How would you know students have “gotten it”?
How often do student write in science classes? Each day in all classes?

Is the nature of frequent writing the same or different?

Are we showing students there are many ways to write?
Student Work: Probing Questions

What did you notice as you examined this work?

What evidence do you see of students' research skills here? Of the application of math skills? Of critical thinking?

How can we support students to become reflective problem solvers?

What are the learning benefits of writing in math?

How was...different from...?
Student Work: Resources

Essential Schools: Looking Collaboratively at Student Work

http://www.essentialschools.org/resources/60

Looking at Student Work

http://www.lasw.org/
Evidence: Student Observations and Interviews

Strategies:
- Walkthroughs/Data in a Day
- Roving Teacher Substitutes
- Teacher journal
- Shadowing Students
- Individual or Group Student Interviews
Ground Rules for Observations

- Agreed upon time for the observation
- No name policy
- Stay for full class period
- No discussion of the lesson in a specific sense (confidentiality)
- Pre-meeting (advance knowledge)
Learning Snapshot

What are the students doing?

___ listening  _____ calculating  _____ working in a group
___ watching  _____ taking notes  _____ working alone
___ writing  _____ completing worksheet
___ reading  _____ using technology

Which critical learner needs were observed?

___ reading  _____ critical thinking
___ writing  _____ computing

What schoolwide learner outcomes were observed?

___ Citizen  ___ Life/Career  ___ Leadership
Questions to answer about observing...

1) How can your school implement staff observations as a regular practice?

2) What ground rules will ensure a “safe” environment and obtain staff buy-in?

3) What kind of “cue sheet” will the school develop?

4) How will the observation results be used in the FOL process?
Interviewing

1) Individually, generate a few sample student questions.

2) Find a partner and share these questions.

3) Debrief, for example
   - Open-ended questions
   - Non-biased
   - Concrete
   - Simple language
Task 4: Analysis of Program — Chapter IV

Schoolwide Focus Groups

Home Groups
Part Two Training: Bring

Draft Chapter I: Student/Community Profile
Draft Chapter II: Progress Report
Draft Chapter III: Summary

Organization for Self-Study

Leadership Team
Focus Groups
Home Groups
What do we need to do between now and March in order to begin the self-study process?
We Are Student Centered
I TAUGHT SPOT HOW TO WHISTLE

I DON'T HEAR HIM WHISTLING

I SAID I TAUGHT HIM. I DIDN'T SAY HE LEARNED IT