WASC/CDE Visiting Committee Member Training

2014 Visit

January 2014 1

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 processes
- Commission of 32 members from partner associations

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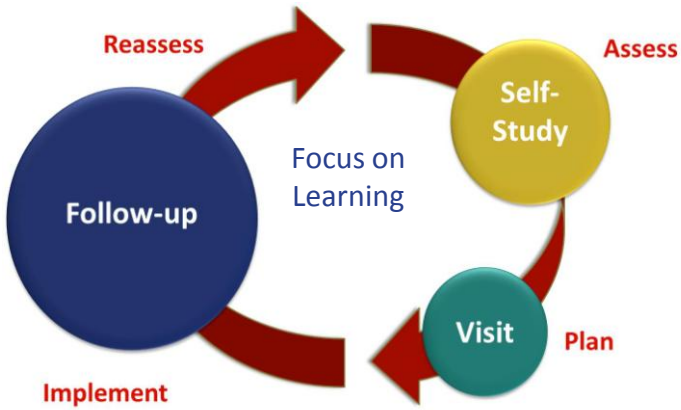
WASC Accreditation Cycle of Quality



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Visiting Committee Member Checklist

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.

Reference Card 1

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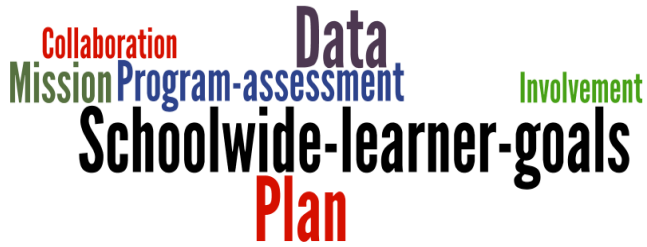
Outcomes of Self-Study



Reference Card I, Stage I, A or
VC Member Checklist # 4)

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WASC/CDE Self-Study

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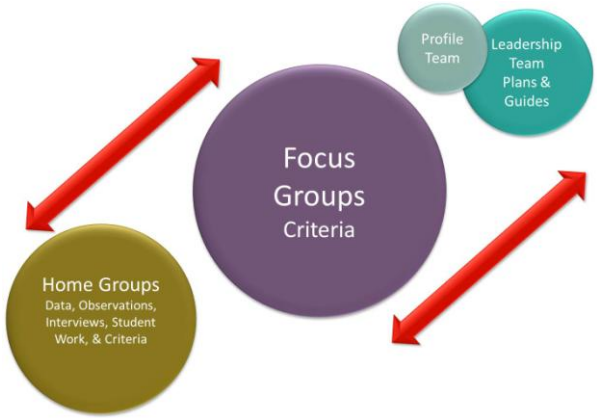
School Organization



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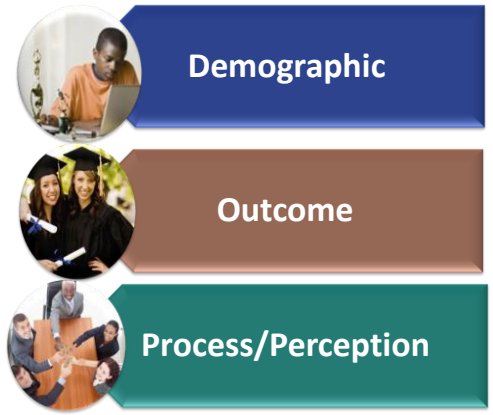
Data and School Background

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

Data



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

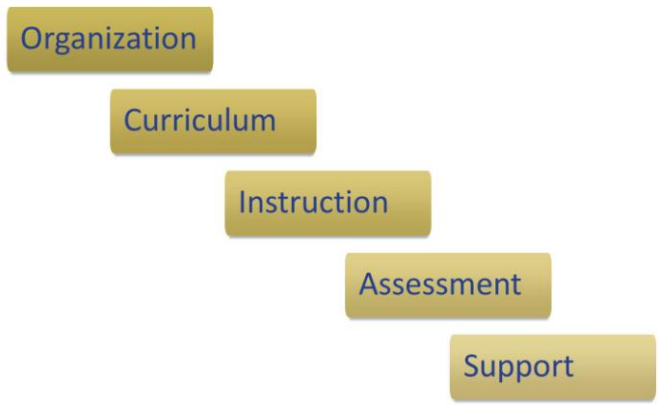
Chapter III: Profile/Progress Summary

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.)

Chapter IV. Analysis of WASC/CDE Criteria



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)	

Chapter V:
Updated Single Schoolwide Plan

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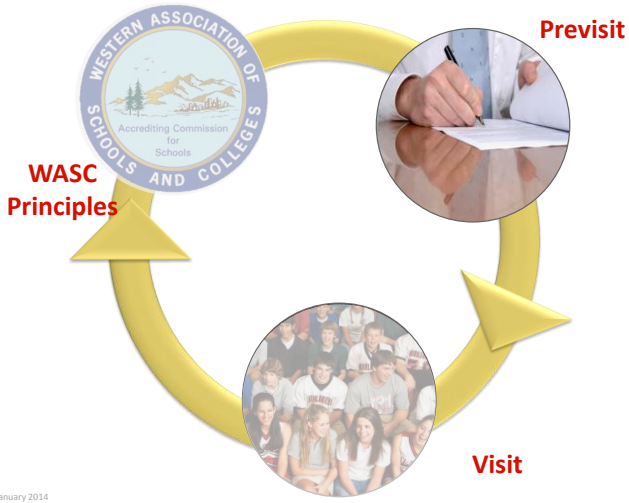
Self-Study & Visit: Road to the Action Plan



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Preparing for the Visit

Reference Card I, Stage I B or VC Member Checklist #5

Review criteria, indicators, and appropriate curricular references.

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

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Criteria: Curriculum

B1. Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicator with Prompts (One Sample Indicator and Prompt)

Current Educational Research and Thinking

Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

***Prompt**: Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and relevant and revise the curriculum appropriately within the curricular review cycle.*

Criteria: Curriculum

B1. Curriculum Criterion (cont.)

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Conclusions: Current Educational Research and Thinking

***Prompt:** Comment on the degree to which this criterion is being addressed.*

***Prompt**: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Curriculum: Examples of Areas to Analyze

The academic standards for each area and the degree of congruence between actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes

Student work-Student engagement

Procedures for curriculum development, evaluation, and revisions

Criteria: Assessment and Accountability

D2. Assessment and Accountability Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Modification of the Teaching/Learning Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

WASC/CDE VC Report

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

Sample Indicator & Prompt
C2. Instruction Criterion:

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Prompt: *Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.*

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?

C2: Instruction:
Current Knowledge + Teachers as Coaches

School's Self-Study

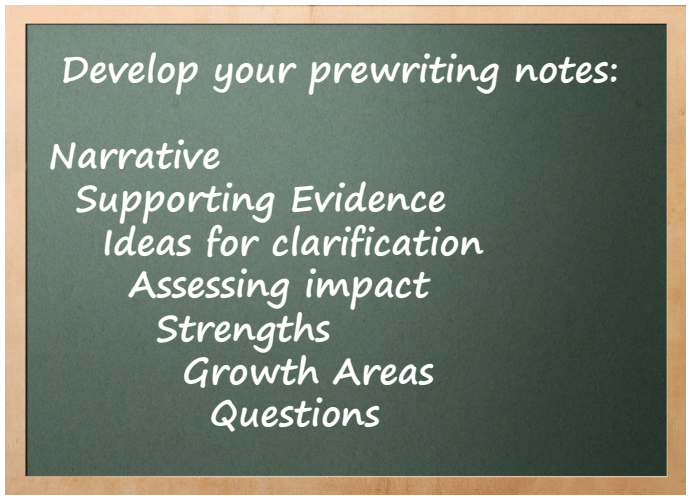
At [school] we have created a four to six week professional development cycle that includes: learning a schoolwide strategy, practicing with teachers, practicing in class, being observed by a peer, and analyzing the student work in SWA. This cycle has benefitted our teachers, who are mainly new to the 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.

Your prewriting responsibilities

- Use Previsit Worksheet
- Comments/questions on all chapters
- Chapter IV: Criteria Category Assignments



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.

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Think

Write

January 2014

Prewriting Practice

1. Reflect on the school's critical learner needs and implications of the profile data.
2. Review criterion, indicators, and suggested evidence.
3. Read sample excerpts of focus group summary.
4. Compare self-study findings to the criterion/indicators and critical learner needs.

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5. Write notes/questions (reference: previsit worksheet)
6. Practice writing a portion of an analytical summary of what currently exists and its impact on student learning (suggested length for practice: one-two paragraphs)
7. Include sample strengths, key issues and evidence (Note evidence that supports your comments or what you need to learn about during the visit.)
8. What's the supporting evidence?

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To the chair on time!

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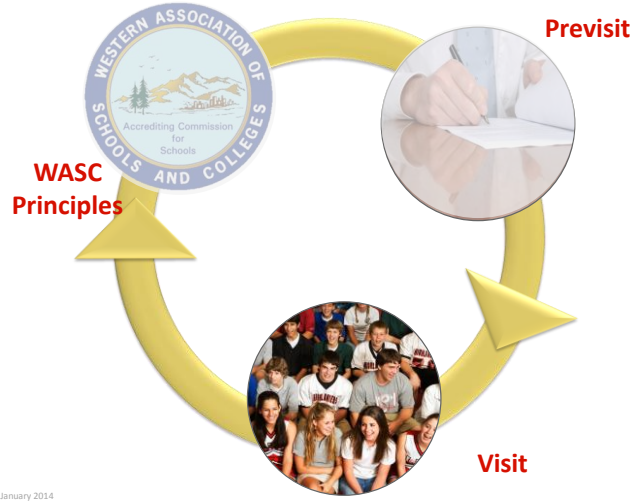

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Schedule

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VC Sunday Meeting

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

Chart two-three strengths and growth areas emerging from the review of the self-study.

What types of evidence need to be our focus?

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VC Sunday Meeting

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?

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Meetings

VC and Leadership Team

VC and Focus Groups

VC and Other Groups

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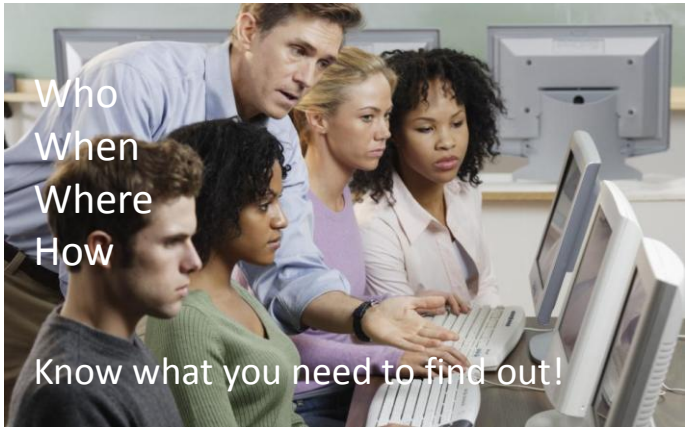
Observations



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Interviews

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Documents

Student work
Handbooks
Curriculum documents
Recruiting brochures

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Powerful Questions

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

January 2014

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

January 2014

Powerful Strategies

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

January 2014

Powerful Strategies

Open ended

Presume they are doing it

Follow-up questions

Wait time

January 2014

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….?

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Sample Questions

What have you learned?

What insights have you had since you prepared the summary?

How might this impact your identified critical learner needs?

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?

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Questions for Initial Meeting

Based on your reading of the sample self-study excerpt

Develop 2-3 questions for the intimal leadership meeting as a table group

Share with another group and critique

Reverse roles

Debrief

Questions for Focus Groups

Think about your assigned areas

Write a question or two

Share with a partner or two

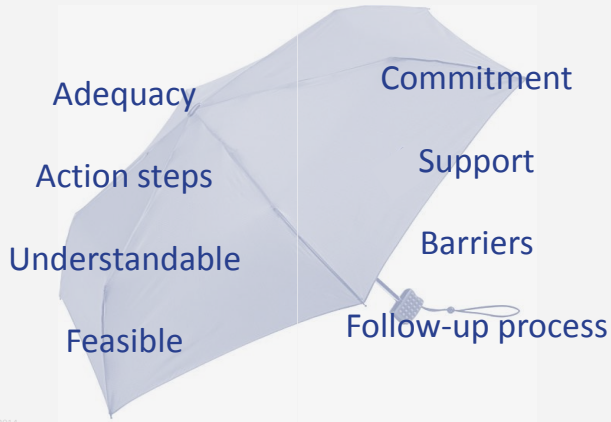
Report to the group for discussion

Meeting Preparation

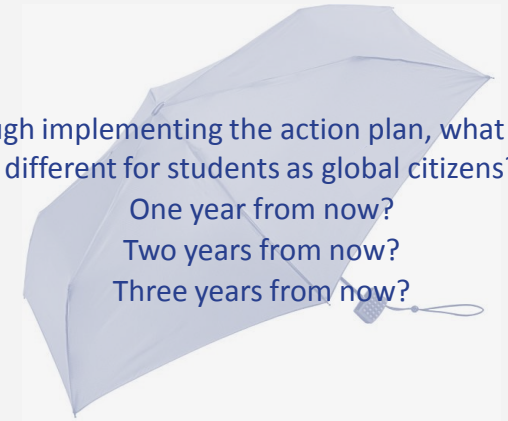
Room arrangement
Timekeeper
Ensure clear agenda

VC Team Consensus on important questions

One Plan



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?

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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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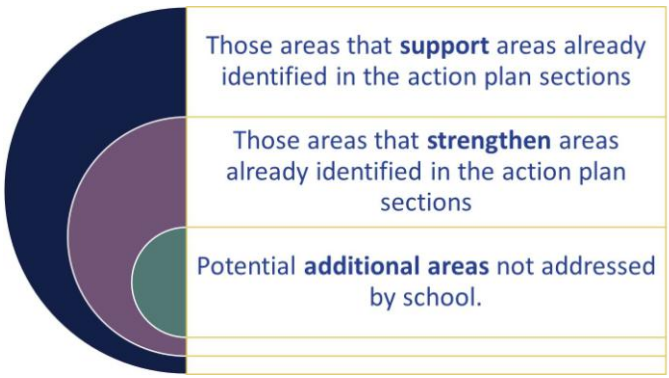
Critical Areas for Follow-up



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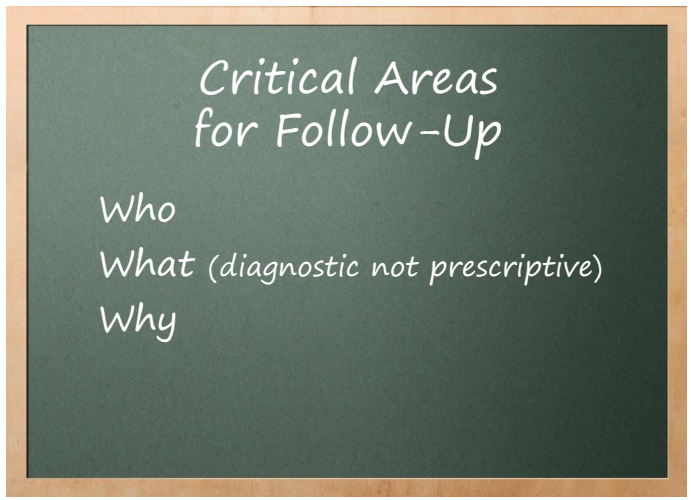

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Sample Critical Area for Follow-up

Who The leadership, instructional staff, and other stakeholders

What increase the use of the results from analyzing student achievement data in modifying instruction,

Why particularly in the areas of reading, writing, mathematics, and critical thinking skills to improve student learning.

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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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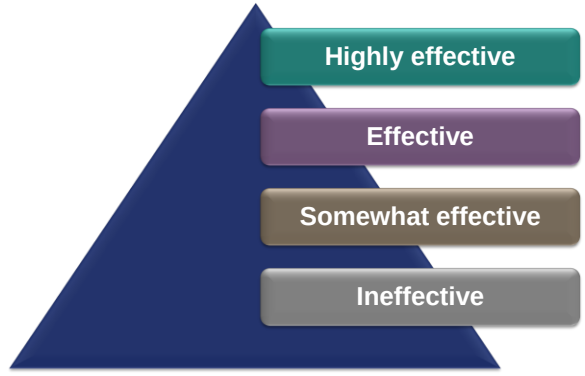
Accreditation Status Factors:
VC Recommendation and Commission Action



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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

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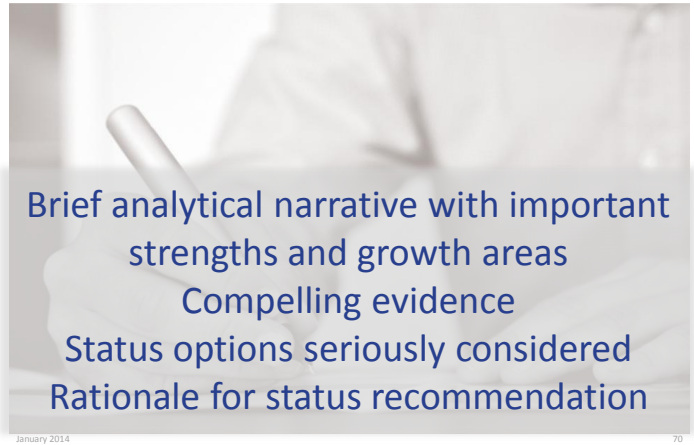
Documentation & Justification



Brief analytical narrative with important strengths and growth areas
Compelling evidence
Status options seriously considered
Rationale for status recommendation

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Wednesday

VC and Leadership Team meeting
Whole school presentation

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On the visit

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

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W We

A Are

S Student

C Centered

January 2014