

SAMPLE QUALITY COMMENDATIONS AND RECOMMENDATIONS

Commendations

The elements of high-quality commendations are:

- who is responsible for this strength
- a clear, specific strength
- the impact of the strength on the curricular and instructional program for students
- accurate, specific documentation (minimum: two references)

Samples:

The Committee commends:

1. The school staff, students, and parents for working collaboratively to create an effective educational environment which is reflected by a low dropout rate, a high daily attendance rate, strong parent and community support, increased test scores, a safe and orderly campus, and a clear academic focus coupled with high expectations. (School Report, pp. 115–117, 151–152; conferences with Process Committee, Parent/Community Committee, administration, and staff; observations of campus and classrooms; WASC Criteria: Student Support Services, Curricular Program: School Environment, Parent/Community Involvement)
2. The school, administration and staff for restructuring the school organization to develop a middle school with attendant curriculum, facilities and staff, thereby better meeting the special needs of this age group. (School Report, pp. 78–81; conferences with administration, staff, and parents; WASC Criteria: School Leadership, Staff)
3. The district administration, school administration, certificated and classified staffs for their interest and effort in establishing sheltered ESL classes which provide the core curriculum and electives for limited English speaking students. (School Report, pp. 31, 40–41, 51, 72, 79, 115–129, 145–146, 177, 182, 188, 191, 301, 302; conferences with Program Committee, counselors, English as a Second language, science, and vocational education departments; observation in classrooms; WASC Criteria: What Students Learn, Student Connectedness)
4. The school administration and faculty for the development of a clearly defined “Mission Statement” which incorporates a shared responsibility for student achievement and recognition of the need for a positive learning environment that will facilitate student achievement. (School Report, pp. 3,5; conference with Process Committee; observation of classes; WASC Criteria: School Purpose, School Environment, School Improvement Process)
5. The department and students for using collaborative grouping in which students explore their understanding of literature through visual interpretations, discussions and extended writing activities. (School Report, pp. 191–192; interviews with students; conference with English Department; observation of English classes; WASC Criteria: What Students Learn, How Students Learn)

Over

Recommendations

The elements of high-quality recommendations are:

- who will facilitate addressing the area for improvement;
- a clear, specific area for improvement;
- the positive outcome of dealing with the area for improvement;
- accurate, specific documentation (minimum: two references).

Samples are given below:

The Committee recommends:

1. That the school administration, teachers, parents, students and district representative develop more specific schoolwide learner outcomes that reflect the school's vision. By developing and implementing these, the school community can be assured there is clear direction for students to reach their potential in the academics, art and social disciplines so that the students will be ready and able to pursue further education. (School Report, pp. 35–38, 40–42, 68–72, 87, 96; conferences with Process and Program Committees, staff, students, and parents; WASC Criteria: School Purpose, School Improvement Process)
2. That the administration and staff develop and implement a plan to expand the schoolwide use of authentic, performance-based assessment to appropriately measure the progress of all students toward the achievement of clearly defined schoolwide learner outcomes in a rapidly changing, culturally diverse student population. (School Report, pp. 60–62, 85–86, Appendix; conferences with departments, district office, administration; observation of course descriptions; WASC Criteria: How Assessment is Used, How Students Learn)
3. That the faculty utilize a greater variety of instructional strategies appropriate to students' learning styles that will keep them actively engaged in their learning. (School Report, pp. 43, 50–52, 55–58, 62–63, 65, 68, 74, 76, 91, 164–166, 170, 194, 196, 198, 219, 221–226, 234–235; observations of classes; conferences with staff and students; WASC Criteria: How Students Learn, Staff)
4. That the site administration and staff expand the existing curriculum so that students with special needs are provided with instructional methods, assignments, and curriculum materials that are appropriate to the students' needs and language abilities in order to enhance academic success. (School Report, pp. 40–43; conferences with counselors, teachers, students and parents; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used)
5. That instructional staff participate in staff development for the purpose of implementing diversified teaching methods to match the kind of learning desired, style of learning, style of teaching, type of content, and resources available. (School Report, pp. 63, 78, 153, 155; conferences with Program Committee, mathematics department; observations in classrooms; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used, Staff)