



WASC Focus on Learning Self-Study Training, Part Two

*Winter 2008 Presentation for 2009
Schools*





Workshop Goals

By the end of the session, participants will have accomplished an increased understanding of the WASC FOL process through...

- A review of the five parameters of the self-study
- A review of Tasks 1-4
- Work with Tasks 4-6 (the gathering and analysis of evidence)
- Understanding the development of the schoolwide action plan based on the identified growth areas



Warm-up

Reflect

At this one day FOL workshop, what questions and concerns would you like to address?



Focus on Learning



Basic Concepts Addressed?

1. How are the students with respect to the expected schoolwide learning results?
2. Is the school doing everything possible to support high achievement for all its students?



Parameters of Self-Study

Regardless of the protocol, the school will have accomplished the following:

1. The involvement and collaboration of stakeholders in the self-study.
2. The clarification of the school's purpose and the expected schoolwide learning results.
3. The assessment of the actual student program and its impact on student learning with respect to the criteria and the expected schoolwide learning results.



Parameters of Self-Study (cont.)

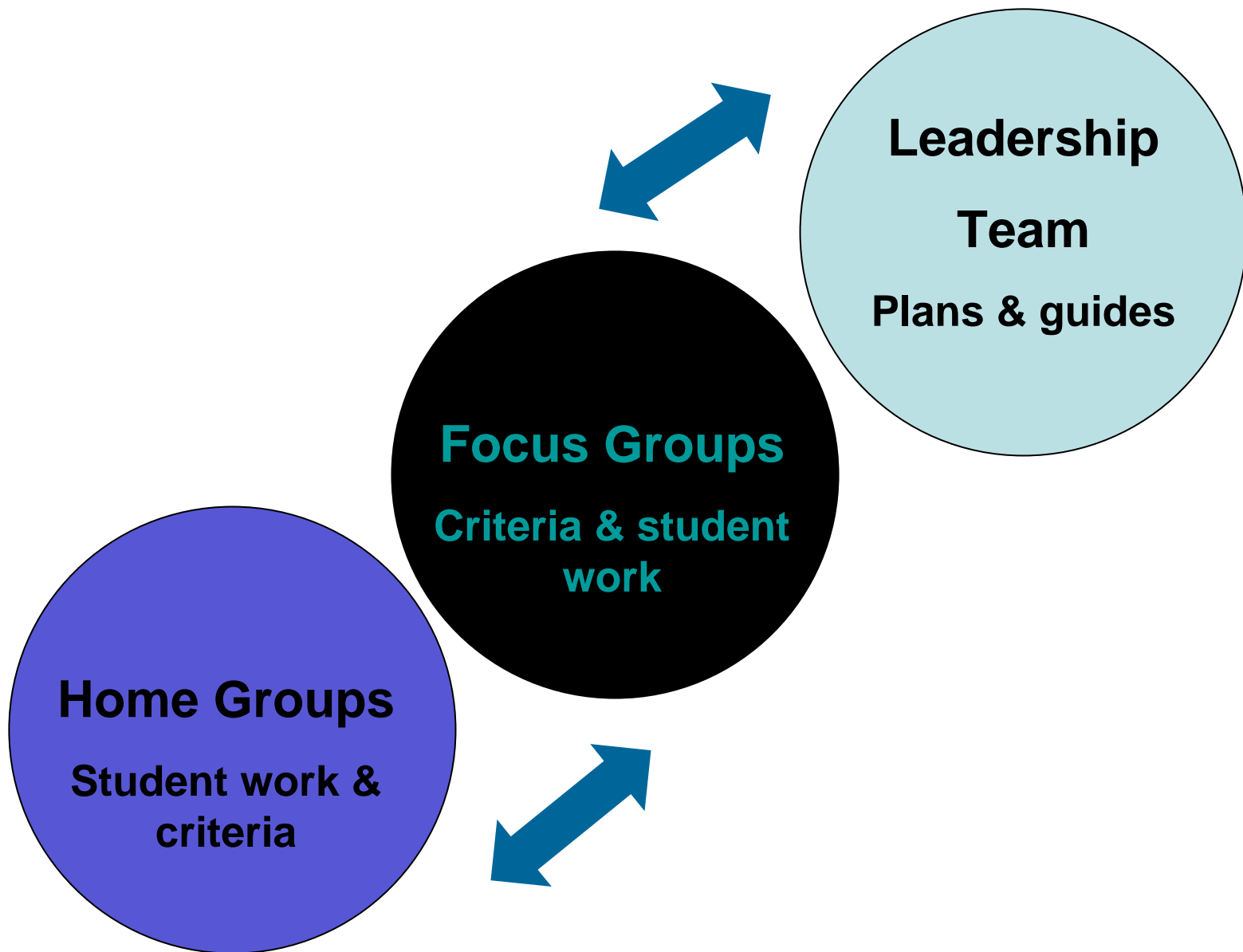
4. The development of a schoolwide action plan that integrates subject area/program and support plans to address identified growth needs.
5. The development and implementation of an accountability system for monitoring the accomplishment of the action plan.



Committees



- Home Groups
- Schoolwide Focus Groups
- Leadership Team





Self-Study Self-Check Questions



School Committees

- Is the leadership team representative of the school community?
- Is the suggested FOL committee structure being adapted to build upon and strengthen the school's current organization for schoolwide communication?



Self-Check Questions (cont.)



- Are all certificated staff serving on *two* groups — a home group and a focus group? (exception: postsecondary schools/programs)
- 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?



Self-Check Questions



Progress Report

- Did the school address each section of the action plan?
- Did the school show how all critical areas of follow-up from the last full self-study were integrated into the action plan?
- Does the report show how each section impacted student accomplishment of one or more of the expected schoolwide learning results?



Student/Community Profile

- What should be included in the student/community profile?
 - Outcome or Achievement Data
 - Demographic Data
 - Perception Data
 - Other Data



Data/Evidence

Outcome Data— profile	Demographic Data—profile (Perception data may be included)	Process Data— home/focus group work
<ul style="list-style-type: none">▪ Achievement Data▪ Completion Rates▪ Comparative Data▪ Post-Enrollment Data▪ Supplemental Data	<ul style="list-style-type: none">▪ Enrollment▪ Attendance▪ Lang. Proficiency▪ SES Status▪ Staff▪ Co-Curricular Activities▪ Finances	<ul style="list-style-type: none">▪ School Organization▪ Professional Development▪ Curriculum & Instruction▪ Assessment▪ Resources



Activity Directions

- ***Examine the school profile or the profile excerpts that have been provided***
- ***Discuss:***
 - **Is the appropriate data included?**
 - **Has the school commented upon all data, e.g., findings for SAT, Iowa Test of Basic Skills (ITBS), SAT 9?**
 - **What are the implications based on the analysis of the data?**
 - **What are the 2 to 3 critical academic needs based on the data, the correlated ESLRs?**
 - **What are the important questions raised by this analysis of student performance?**



Self-Check Questions



Student/Community Profile

- Has the school community gathered and analyzed all pertinent data in order to clarify the characteristics and achievement of ALL the students?
- Has the leadership team produced a “user-friendly” profile for all stakeholders?
- Have the certificated staff members and other stakeholders discussed the profile?

Self-Check Questions



Student/Community Profile

- Will the stakeholders use the profile to guide the inquiry into the school programs?
- Will the questions raised from the profile analysis be integral to the work of the home and schoolwide focus groups?
- Will the profile be regularly updated and used by the stakeholders as the school focuses on student achievement?



Chapter I: Student/Community Profile

- Profile that includes: (include charts, graphs)
 - 1) disaggregated and interpreted student outcome data
 - 2) demographic data
 - 3) survey summaries, if any
 - 4) conclusions from data
- Appendix



Every student will be an effective communicator

Each student may demonstrate this by:

- Writing English clearly and proficiently.
- Receiving information and constructing meaning through reading and listening skills.
- Using nonverbal techniques to communicate accurately with others.
- Using verbal language to communicate clearly when giving presentations to groups or talking with other individuals.
- Exchanging information when working in a cooperative group.

Self-Check Questions

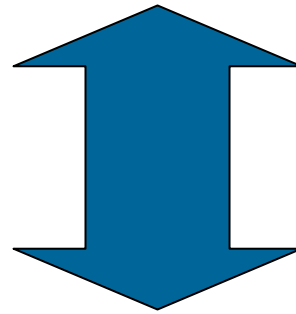


Expected Schoolwide Learning Results

- Has the school obtained input from all?
- Is there commitment to accomplishing the ESLRs from all stakeholders?
- To what extent has the school developed measurable indicators of the ESLRs and the academic standards and defined their quality accomplishment?
- Is the school beginning to discuss quality accomplishment of the ESLRs?



Schoolwide Focus Group



Home Group



Criteria Categories

- ❖ Organization for Student Learning
- ❖ Curriculum and Instruction
- ❖ Support for Student Personal and Academic Growth
- ❖ Resource Management and Development



Criteria

- ❑ What are the key concepts of the criteria?
- ❑ What critical evidence* is needed to determine the degree to which the criteria are met?
- ❑ How would this evidence/information be gathered and analyzed?



How Students Learn

The professional staff...

- a) uses research based knowledge about teaching and learning; and
- b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and expected schoolwide learning results.



How Students Learn: Examples of areas to analyze...

- Planning processes for implementing a variety of learning experiences ... teacher knowledge
- Demonstration that students are actively engaged in learning
- Student use of resources for learning beyond the textbook such as technology, community resources
- Student portfolios, performances, projects, discussions, collaborative activities
- Perceptions of students about the learning experiences



B2. Examples of Areas to Analyze—Sample Prompts

- From our examination of student work, students working and talking with students, what have we learned about students being actively engaged in challenging learning experiences?
- What typical resources for learning beyond the textbook do students use? Are they helpful?



As a Table Group, select a subject area:

- ❖ Briefly describe the ideal vision of what students should be doing and producing in the subject area selected.



Observable evidence includes analyzing results of...

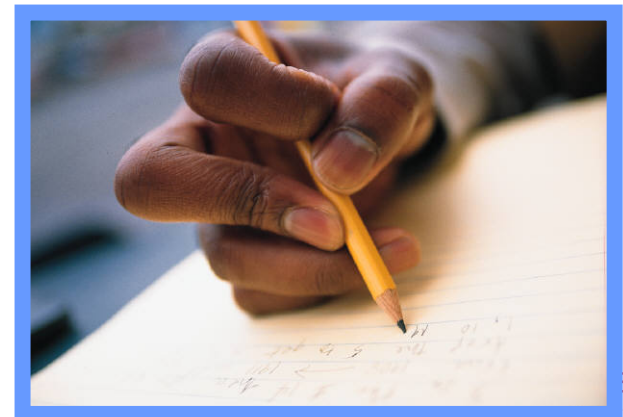
- What students are doing and producing
- Student interviews and observations
- Hard data and information
- Other interviews, observations, etc.





Student Work Samples

- **Typical work**
- **Single-day snapshot technique**
- **Same performance tasks or assignments**
- **Case studies or monitoring selected students**
- **Progress over time**
- **Targeting assignments**





Examining Student Work — sample protocol

Individually...

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

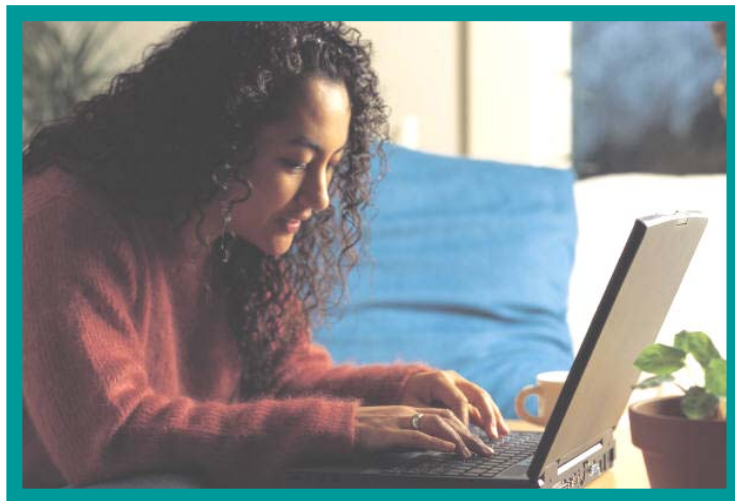
As a group discuss...

- 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 ESLRs



Observation and Interview Strategies

- **Roving Substitutes**
- **Triads**
- **Keeping a Teacher Journal**
- **Shadowing Students**



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)**



The Learning Snapshot

What the students are doing

- receiving information
- applying knowledge
- synthesizing/evaluating
- engaged in group work
- using technology

What skills are being applied

- reading
- writing
- speaking
- computing
- thinking
- listening

What ESLRs were observed

- Effective Communicator
- Complex Thinker





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; reverse**
- 3) Debrief**



Schoolwide Focus Groups

- ❖ **What are characteristics of an effective focus group?**



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



Directions for Focus Group Practice

1. Appoint a focus group leader, a recorder and a time keeper
2. Decide upon group norms (2-3) prior to discussion.
3. Use the designated criteria. Review the guide questions and suggested evidence.
4. Based on the work already done in the home groups, discuss the following question:
 - What do we know about the impact that this part of the school's program has on student learning?
5. Close the discussion by determining specific data/information each home group should examine before the next Schoolwide Focus Group meeting



Self-Study Findings

Criteria Findings	Supporting Evidence





Focus Group Product

For each category of criteria:

- ✓ *Do the findings respond to what is being asked by the criteria guide questions(s)?*
- ✓ *How did the evidence support the findings?*
- ✓ *Are the identified and prioritized growth needs aligned to the findings and evidence?*



How can the Focus Groups ensure that the self-study findings are supported by analyzed evidence?





Suggested Components of Action Plan

1. Statement of area for improvement, including growth targets
2. Rationale for area based on self-study findings
3. Link to one or more expected schoolwide learning results
4. Ways of assessing progress, including impact on student achievement
5. Means to monitor and report progress
6. Who's responsible and involved
7. Specific steps, including professional development
8. Timeline
9. Resources





Action Plan

Self-Check Questions

Are the ...

- Sections addressing major identified areas for improvement?
- Sections enhancing the learning of all students?
- Schoolwide student goals addressed through the plan? (ESLRs)



Action Plan

Self-Check Questions

- Has the school integrated other initiatives to create one “umbrella” schoolwide action plan?
- Is the action plan feasible and realistic? Are resources considered for each action plan section?
- Do the ways of assessing progress include the analysis of student learning?
- Is there sufficient commitment to the action plan?
- Is there a sound follow-up process that will be used to monitor the accomplishment of the action plan?



Ongoing

- Data analysis leads to action which in turn leads to more data analysis.

Final Product: One Umbrella Plan



- Strategic Plan
- Technology Plan
- Staff Development Plan



□ *What do you feel are the critical elements in this self-study process that will enable your school to focus on the analysis of student achievement?*

